VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

28751 Cole Grade Road, Valley Center, CA 92082 □ (760) 749-0464 □ Fax (760) 749-1208

Mission Statement

As a learning community dedicated to personal growth and academic excellence, the Valley Center-Pauma Unified School District, in partnership with students, parents, and the community, will bring forth individuals who attain academic achievement, a passion for lifelong learning, and respect for themselves and others.

GOAL

To support a broad-based curriculum that promotes achievement for all.

Regular Meeting

January 10, 2019
Valley Center High School Multi-Media Center
31322 Cole Grade Road, Valley Center, CA 92082

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at (760) 749-0464. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 28751 Cole Grade Road, Valley Center, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact the office of the Superintendent at (760) 749-0464.

I. 5:00 p.m. - Public Comment on Closed Session Items. The Board meeting is recorded.

II. 5:00 p.m. - **CLOSED SESSION**

A. Public Employees Disciplines/dismissals/releases/non-renewals/evaluations (Government Code Section 54957)

B. Certificated Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)
1.Performance Goals and Objectives for Superintendent

C. Classified Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)

D. Conference with Legal Counsel – Anticipated Litigation - Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Government Code Section 54956.9

E. Conference with Labor Negotiators: (Government Code Section 54957.6)
1. District Negotiator: Dennis Zabinsky, Director of Human Resources
2. Employee Organizations – VCPTA and CSEA
3. Unrepresented Employees

III. 6:00 p.m. - **PUBLIC MEETING**

A. Call to Order and Establishment of Quorum

B. Pledge of Allegiance

C. Report any Action Resulting from Closed Session

D. Approval of the Agenda – additions, deletions, corrections

Motion_____ 2nd_____

Vote by Member:

Adams, C._____ Adams, M.____ Heredia _____ Polito_____ Stroh ____

E. Recognitions and Presentations

1.The Board will hear a selection from the VCHS musical *Grease.* *Presented by VCHS cast members and teacher, Marc Wasserman.* Recognitions & Presentations

2.The Board will recognize the Certificated Employee of the Year and the Classified Employee of the Year for the district. – *Presented by Superintendent Ron McCowan.*

3.Primary School History Showcase – *Presented by Principal Jameson Rienick*

F. Requests to Address the Board

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. In order to conduct district business in an orderly and efficient manner, the Board requires the public presentations to the Board comply with Board Bylaw 9323 including the following:

- Members of the public wishing to address the Board must complete a "Request to Address the Board" card prior to the meeting and give it to the Board Secretary.
- The Board President will recognize each person who has a request to address the Board at the proper time and invite them to speak from the podium. Speakers must announce their name and

address prior to addressing the Board. All comments are limited to a total of 3 minutes per person or 20 minutes per item.

- The Board shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the President to terminate the privilege of addressing the Board.
- The Ralph M. Brown Act limits the Board of Trustees and staff's ability to respond to comments on items not on the agenda.
- The Board may not legally take action on any item not specifically listed on the agenda.
- If there are concerns regarding specific individuals, it is preferred that the speaker refrain from naming them publicly to respect their privacy.

Please note that once the Board closes the public input time on an agenda item, only the Board and staff are involved in subsequent discussions. Thank you for your cooperation.

G. Consent Items - The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and considered as a separate item. It is recommended the Board of Trustees review and approve the items listed below as presented:

1. The minutes of the regular meeting of December 13, 2018 as presented in Exhibit G1. — Action
2. The commercial warrants as presented in EXHIBIT G2.
3. The purchase orders as presented in EXHIBIT G3. (Vice President Stroh and Member Heredia to review)
4. The agreements and contracts as presented in EXHIBIT G4 and that Ron McCowan, Superintendent, be authorized to sign the agreements.
5. The overnight/out of state field trips as presented in EXHIBIT G5.
6. The workshops for attendance by district employees as presented in EXHIBIT G6.
7. The conferences for attendance by Board Members as presented in EXHIBIT G7.
8. The Personnel Listing as presented in EXHIBIT G8.
9. The Enrollment Report as presented in EXHIBIT G9.
10. The Williams Quarterly Report for October through December, 2018 as presented in EXHIBIT G10.
11. Approve the continuation renewal Title VI Education Grant for the 2017-18 school year as presented in EXHIBIT G11.
12. M.O.U. between Valley Center Prep and San Diego County Superintendent of Schools Regarding Data Sharing Services for

National Student Clearinghouse.

13 Annual review of Program Effectiveness, Publication and Posting of School Accountability Report Cards (SARC) for all sites.

14. M.O.U. between VCMS and Mental Health Systems, Inc. defining the boundaries of information sharing between parties. To be reviewed annually.

15. Obsolete equipment to be discarded by the technology department.

16. Ratify M.O.U. between VCPUSD and CSEA and Its Valley Center-Pauma Chapter #795.

Motion_____ 2nd_____

Vote by Member:

Adams, C._____ Adams, M.____ Heredia _____ Polito_____ Stroh ____

H. Superintendent's Division

1. The Board will review the Governance Handbook and consider a date for a strategic planning session. — Information

2. The Board will conduct its first reading on the following revised/new Board Policies and Administrative Regulations: — First Reading

   a. Revised Board Policy 6178 – Instruction – Career Technical Education. *Provides updates and further clarification to our existing policy regarding the funding for these programs*.

The above board policies and administrative regulations will be brought before the Board for a second reading at the meeting on February 14th at which time they will be asked to consider them for approval.

I. Business Division

1. The Board will receive the 2017-2018 Audit Report. A representative from Wilkinson Hadley King & Co. LLP will be present. *Each year school district governing boards are required to review their annual audit reports at a public meeting.* — Information

J. Advance Planning

1. The next regular meeting is on Thursday, February 14, 2019 at 6:00 p.m. at the Valley Center High School Multi-Media Center. — Information

K. Motion to Adjourn Action

Motion_____ 2nd _____

Vote by Member:

Adams, C._____ Adams, M.____ Heredia _____ Polito_____ Stroh ____

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT BOARD MINUTES

Organizational Meeting December 13, 2018

Call to Order

The organizational meeting of the Valley Center-Pauma Unified School District was called to order by Vice President Stroh at 5:00 p.m. at the Valley Center High School Multi-Media Center.

Members Present

The following members were present:

Vice President: Julie Stroh
Member Mike Adams
Member: Mary Polito
Member Elect: Craig Adams
Member Elect: Wendy Heredia

Staff present were:

Ron McCowan, Superintendent
Dr. Mel Robertson, Assistant Superintendent
Jon Petersen, Chief Business Officer
Dennis Zabinsky, Director of Human Resources

Guests Present

Guests present are on the attached list.

Open Session was Called to Order

Vice President Stroh called the Regular Meeting of the Board of Trustees to order at 5:00 p.m. and the Closed Session Agenda was read.

Adjourned to Closed Session

There were no public comments on the Closed Session agenda. Superintendent Ron McCowan administered the Oath of Office to the following board members:

1. Craig Adams
2. Mike Adams
3. Wendy Heredia
4. Julie Stroh

The Board of Trustees adjourned Closed Session at 5:19 p.m.

Closed Session

The Board met in Closed Session to consider:

A. Public Employees disciplines/dismissals/release/non-renewals/ evaluations/resignations (Government Code Section 54957)

B. Certificated Personnel – appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)

C. Classified Personnel – appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)

D. Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Government Code Section 54956.9

E. Pupil Personnel – Consideration of:

1. Re-Admission of Student(s) 2017-2018-02 & 2017-2018-10

The organizational meeting of the Board of Trustees was reconvened to open session by Vice President Stroh at 6:01 p.m.

Open Session Reconvened

There was no action to report from closed session.

Closed Session Report

Staff present:

Additional Staff Present

Olivia Leschick, Administrator in Charge of Special Projects
Matt Evans, Director of Technology
Doyan Howard, Director of Student Support Services
Mark Hailwood, Principal
Christina Wilde, Principal
John O'Donnell, Principal
Stephanie McEntire, Principal
Leiani Osugi, Principal
Maria Cordero, Principal
Jameson Rienick, Principal
Mona Stroud, Assistant Principal
Danielle Fogel-Lujan, Assistant Principal
Damon Brown, Network Systems Supervisor
Nancy Cummings, Executive Assistant to the Superintendent

Allyson Hernandez led the Pledge of Allegiance.

Pledge of Allegiance

Vice President Julie Stroh appointed Superintendent Ron McCowan as the temporary chairperson for this portion of the organizational meeting for the election of officers.

Organizational Meeting-Election of Officers

It was moved by Member Craig Adams and seconded by Member Mike Adams to approve the agenda with the noted changes and the amended I4 contract list.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

Superintendent McCowan announced that the official Oath of Office had been administered to all newly elected and re-elected members at 5:00 p.m. For the purposes of ceremony and in the presence of family and friends, Superintendent McCowan asked the members to stand for a ceremonial swearing into office.

Superintendent McCowan then announced the organizational portion of the agenda and called for the election of officers.

It was moved by Member Stroh and seconded by Member Craig Adams to nominate Member Mike Adams for the position of President.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

It was moved by Member Polito and seconded by Member Mike Adams to elect Member Stroh as Vice President.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

It was moved by Member Heredia and seconded Member Stroh to elect Member Craig Adams as Clerk.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

It was moved by Member Mike Adams and seconded by Member Stroh to elect Superintendent Ron McCowan as Secretary. This complies with Board Bylaw 9122 which states the Governing Board shall appoint the Superintendent to serve as secretary to the Board.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

At this point the meeting was turned over to newly appointed President Mike Adams.

Establish Meeting Dates for 2019

It was moved by Member Polito and seconded by Member Stroh to establish and approve the Board meeting dates for 2019 as presented. It was suggested that, with the exception of a few noted dates, the meetings be held on the 2nd Thursday of each month with Closed Session at 5:00 p.m. and 6:00 p.m. for Open Session.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

Recognitions

The Board recognized Alma Hernandez as the Certificated Employee of the Month and Melissa Velasquez as the Classified Employee of the Month from Valley Center Middle School. Presented by Principal Christina Wilde.

The Board recognized Mr. and Mrs. Paul Turner for their generous contribution of their time and effort on behalf of our elementary students during the holiday season. Olivia Leschick, Administrator of Special Projects spoke of their service over the years and presented them with a plaque.

Valley Center Elementary History Showcase

The Board was given a presentation by Principal Stephanie McEntire in which she highlighted the history of Valley Center Elementary School with pictures and stories of significant events throughout the years.

Additional Agenda Items/Statements to the Board

There were no requests or additional items/statements to the Board.

Routine Action Items

Member Polito asked that items I 15 and I 16 be pulled and considered separately. It was moved by Member Polito and seconded by Member Craig Adams to approve the Consent Items along with the amended personnel listing as presented:

1. The minutes of the regular meeting of November 15, 2018 presented in Exhibit I1.
2. The commercial warrants as presented in EXHIBIT I2.
3. The purchase orders as presented in EXHIBIT I3. (Member Polito to review)
4. The agreements and contracts as presented in EXHIBIT I4 and that Ron McCowan, Superintendent, be authorized to sign the agreements.
5. The overnight/out of state field trips as presented in EXHIBIT I5.
6. The workshops for attendance by district employees as presented in EXHIBIT I6.
7. The conferences for attendance by Board Members as presented in EXHIBIT I7.
8. The Personnel Listing as presented in EXHIBIT I8.
9. The Enrollment Report as presented in EXHIBIT I9.
10. Updated Title 1 Plan for 2018-19 and Annual Review of Program Effectiveness For Title 1 Program and the English Learner Program as presented in EXHIBIT I10.
11. Annual and Five-Year Reports on Reportable Fees.
12. M.O.U. between VCPUSD and VCPTA. Recognizes the need to add Speech and Language Pathologist as part of the unit in which the VCPTA represents.
13. M.O.U. between VCPUSD and VCPTA. Recognizes the need for a competitive cheer stipend and the existing stipend for assistant cheer will be moved from classification E to D to align with other varsity sports.
14. M.O.U. between VCPUSD and VCPTA. Recognizes the need for a stipend for girls wrestling.
15. Incentive for Early Notification of Retirement – Certificated Personnel
16. Incentive for Early Notification of Retirement – Classified & Confidential Personnel
17. Sweetwater Union High School District Interdistrict Attendance Agreement. 2018-2023.
18. Shared/Joint School Site Council Waiver for Oak Glen and VC Prep School beginning 6/16/2019 through 6/17/2021.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

The Board undertook consideration of Consent items I 15 and I 16 regarding the Incentive for Early Notification of Retirement for Classified and Certificated employees. Member Polito noted that the early notification incentive stated the we must receive notification after December 14, 2018. Member Polito made a motion asking that the incentive be extended to those employees that have recently notified us of their intention to retire. Member Heredia seconded the motion.

The vote by each member was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

I. Superintendent's Division

CSBA Annual Conference – Board Member Reports

Board members Wendy Heredia and Craig Adams gave reports on the various sessions they attended at the CSBA annual conference in San Francisco from November 27th through November 30th. Superintendent McCowan also shared information gathered from the sessions he attended. The members expressed appreciation for the conference and the information gleaned. A discussion ensued.

Governance Handbook/Information

The Board reviewed the Governance Handbook and discussed professional development for the Board regarding Board protocols. Superintendent McCowan asked the Board to consider two possible dates in March for a one day workshop. The Board agreed to consider March 25th or March 26th and confirm at the next meeting.

Second Reading & Action on AR 3320; AR 3460; BP 6142.3; AR 6145.2; BP 6145.2

The Board conducted its second reading and took into consideration approving the following new/revised Administrative Regulations and Board Policy. These Administrative Regulations and Board Policy were presented for a first reading at the regular meeting on November 15, 2018.

It was moved by Member Polito and seconded by Member Heredia to approve the new/revised Administrative Regulations and Board Policy.

a. New Administrative Regulation 3320 – Business and Noninstructional Operations – Claims & Actions Against the District.
b. New Administrative Regulation 3460 – Business and Noninstructional Operations – Interim Reports.
c. New Board Policy 6142.3 – Instruction – Civic Education.
d. Revised Administrative Regulation 6145.2 – Instruction – Athletic Competition
e. Revised Board Policy 6145.2 – Instruction – Athletic Competition.

The vote by each member to approve the new/revised Administrative Regulations and Board Policy was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

K. Educational Services Division

Re-admit Student(s) 2017-2018-02 & 2017-2018-10

On a motion by Member Stroh and a second by Member Polito, the Board approved the following action:

a. Re-admission of student(s) 2017-2018-02 & 2017-2018-10

The vote by each Member to approve the above action was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

Public Hearing and Action

The Board conducted a second public hearing to consider results from the Parent/Guardian Survey of Indian Children. The hearing was gaveled in by President Adams at 7:09 p.m. and closed 7:09 p.m. There was no public input. The Board then took into consideration approving the plan for the Education of Children Residing on Indian Lands in the Valley Center-Pauma Unified School District.

It was moved by Member Craig Adams and seconded by Member Stroh to approve the plan as presented.

The vote by each Member to approve the above action was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

L. Business Division

Approve the 1st Interim Report

The Board was given a presentation by Chief Business Officer Jon Petersen on the 2018-2019 First Interim Report. A discussion ensued. It was moved Member Craig Adams and seconded by Member Polito to approve 2018-2019 First Interim Report as presented.

The vote by each Member to approve the above action was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

K. Advance Planning

Future Meetings

The next regular meeting is on Thursday, January 10, 2019 at 6:00 p.m. at the Valley Center High School Multi-Media Center

Adjournment

It was moved by Member West and seconded by Member Stroh to adjourn the meeting at 7:20 P.M.

The vote by each member to adjourn the meeting was as follows:

Adams, Craig – aye, Adams, Mike – aye, Heredia – aye, Polito – aye, Stroh – aye

Certification

I hereby certify the preceding to be a true and correct copy of the actions of the Board of Education at a regular meeting, as recorded in these minutes.

_____ _____

Craig Adams, Clerk Ron McCowan, Secretary

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
12/6/2018	14484904	AAF INTERNATIONAL	Valley Center High School	Materials and Supplies	$4,977.18
12/6/2018	14484905	APPLE, INC	Technology	Materials and Supplies	$314.04
12/6/2018	14484906	CLAIREMONT EQUIPMENT	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$478.09
12/6/2018	14484907	DTEK ANALYTICAL LABS INC	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$347.00
12/6/2018	14484908	EDUCATIONAL THEATRE ASSOCIATION	Valley Center Middle School	Dues And Memberships	$95.00
12/6/2018	14484909	MARK FLATALL	Valley Center High School	Athletic Officials	$46.00
12/6/2018	14484910	FOLLETT EDUCATIONAL	Oak Glen High School	Textbooks	$508.91
12/6/2018	14484911	LEARNING WITHOUT TEARS	Primary School	Materials and Supplies	$297.80
12/6/2018	14484912	JULIE MURPHY	Human Resources	Prof/Consult Srv&Operate Exp	$280.00
12/6/2018	14484913	NATIONAL POLICE SUPPLY, LLC	Valley Center High School	Materials and Supplies	$69.03
12/6/2018	14484914	NEWS-2-YOU/SYMBOLSTIX/UNIQUE LEARNING SY	Special Education	Materials and Supplies	$727.88
12/6/2018	14484915	PACWEST AIR FILTER, LLC	Maintenance & Operations	Materials and Supplies	$5,176.98
12/6/2018	14484916	PALOMAR FAMILY COUNSELING SERVICE INC.	Special Education	Prof/Consult Srv&Operate Exp	$7,722.22
12/6/2018	14484917	RASSOULI, ZAHRA	District Wide	Mileage	$88.92
12/6/2018	14484918	SCHOOL SAVERS	Valley Center High School	Materials and Supplies	$475.81
12/6/2018	14484919	SHI INTERNATIONAL CORPORATION	Technology	Prof/Consult Srv&Operate Exp	$20,994.90
12/6/2018	14484920	SIERRA SCHOOL EQUIPMENT COMPANY	Maintenance & Operations	Non-Capitalized Equipment	$62,195.00
12/6/2018	14484921	SNAP-ON EQUIPMENT, INC.	Transportation	Repair Parts	$40.68
12/7/2018	14485506	ALERT SERVICES, INC.	Valley Center High School	Materials and Supplies	$68.87
12/7/2018	14485507	B&H PHOTO - VIDEO, INC.	Technology	Materials and Supplies	$302.81
12/7/2018	14485508	BOYS & GIRLS CLUB OF CARLSBAD	Valley Center Middle School	Prof/Consult Srv&Operate Exp	$128.00
12/7/2018	14485509	BSN SPORTS/US GAMES	Valley Center High School	Materials and Supplies	$523.67
12/7/2018	14485510	CA TRANSITION ALLIANCE	Special Education	Conference Expenses	$350.00
12/7/2018	14485511	CASBO	Human Resources	Conference Expenses	$40.00
12/7/2018	14485511	CASBO	Business Services	Conference Expenses	$120.00
12/7/2018	14485512	CDW-G	Technology	Materials and Supplies	$302.34
12/7/2018	14485513	EDCO WASTE AND RECYCLING SER	Maintenance & Operations	Waste Disposal	$4,482.52
12/7/2018	14485514	EDUCATIONAL DATA SYSTEMS, INC.	District Wide	Prof/Consult Srv&Operate Exp	$51.40
12/7/2018	14485515	ENCYCLOPAEDIA BRITANNICA, INC.	Technology	Prof/Consult Srv&Operate Exp	$2,805.00
12/7/2018	14485516	ERIK INDUSTRIES	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$1,353.75
12/7/2018	14485517	FREESTYLE PHOTOGRAPHIC SUPPLIES	Valley Center High School	Materials and Supplies	$423.15
12/7/2018	14485518	MARK HAILWOOD	District Wide	Conference Expenses	$399.00
12/7/2018	14485519	INTERQUEST DETECTION CANINES	Valley Center Middle School	Prof/Consult Srv&Operate Exp	$250.00
12/7/2018	14485519	INTERQUEST DETECTION CANINES	Valley Center High School	Prof/Consult Srv&Operate Exp	$250.00
12/7/2018	14485520	MONOPRICE INC.	Technology	Materials and Supplies	$106.81
12/7/2018	14485521	OFFICE DEPOT	District Wide	Materials and Supplies	$175.28
12/7/2018	14485521	OFFICE DEPOT	Primary School	Materials and Supplies	$349.13
12/7/2018	14485521	OFFICE DEPOT	Central Warehouse	Materials and Supplies	$90.89
12/7/2018	14485521	OFFICE DEPOT	Lilac School	Materials and Supplies	$142.03

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
12/7/2018	14485521	OFFICE DEPOT	Special Projects	Materials and Supplies	$243.42
12/7/2018	14485523	RUSH TRUCK CENTERS	Transportation	Repair Parts	$2,547.13
12/7/2018	14485524	SCHOOL HEALTH CORP.	Special Education	Materials and Supplies	$132.21
12/7/2018	14485525	SOUTHWEST SCHOOL & OFFICE	Lilac School	Materials and Supplies	$475.18
12/7/2018	14485525	SOUTHWEST SCHOOL & OFFICE	Business Services	Materials and Supplies	$62.74
12/7/2018	14485525	SOUTHWEST SCHOOL & OFFICE	Valley Center High School	Materials and Supplies	$165.87
12/7/2018	14485526	STATER BROS. MARKETS	Board & Superintendent	Materials and Supplies	$78.04
12/7/2018	14485526	STATER BROS. MARKETS	Valley Center High School	Materials and Supplies	$221.64
12/7/2018	14485527	TRINITY EQUIPMENT INC.	Maintenance & Operations	Materials and Supplies	$414.35
12/7/2018	14485528	WESS TRANSPORTATION	Transportation	Pymts - Common Carrier	$5,675.02
12/7/2018	14485529	WETMORES	Transportation	Repair Parts	$815.84
12/7/2018	14485530	WILKINSON, HADLEY & CO., LLP	Business Services	Prof/Consult Srv&Operate Exp	$8,430.00
12/10/2018	14486010	ACADEMIC SUPPLIER	District	Materials and Supplies	$306.01
12/10/2018	14486010	ACADEMIC SUPPLIER	Primary School	Materials and Supplies	$221.97
12/10/2018	14486010	ACADEMIC SUPPLIER	Valley Center High School	Materials and Supplies	$894.33
12/10/2018	14486011	AT&T MOBILITY	Technology	Communications	$1,772.10
12/10/2018	14486012	CHRISTOPHER BETANCOURT	Valley Center High School	Athletic Officials	$206.25
12/10/2018	14486013	CHRISTOPHER, PATTY	District Wide	OPEB, Allocated, certificated	$576.00
12/10/2018	14486014	CINTAS CORPORATION #055	Transportation	Prof/Consult Srv&Operate Exp	$494.82
12/10/2018	14486015	CREATIVE BUS SALES, INC.	Transportation	Repair Parts	$389.51
12/10/2018	14486016	DEL LAGO ACADEMY	Valley Center High School	Prof/Consult Srv&Operate Exp	$575.00
12/10/2018	14486017	FASTSIGNS	Maintenance & Operations	Materials and Supplies	$57.17
12/10/2018	14486018	MARCOS FAVELA	Valley Center High School	Athletic Officials	$50.00
12/10/2018	14486019	FERRELLGAS	Maintenance & Operations	Propane	$174.76
12/10/2018	14486019	FERRELLGAS	Valley Center High School	Propane	$3,234.63
12/10/2018	14486020	CESAR GARCIA	Valley Center High School	Athletic Officials	$162.50
12/10/2018	14486021	GENERAL BINDING CORPORATION	Primary School	Materials and Supplies	$51.07
12/10/2018	14486021	GENERAL BINDING CORPORATION	Lilac School	Materials and Supplies	$102.15
12/10/2018	14486021	GENERAL BINDING CORPORATION	Pauma School	Materials and Supplies	$102.15
12/10/2018	14486022	GRAND PACIFIC CHARTER	Transportation	Pymts - Common Carrier	$620.00
12/10/2018	14486023	LEARNING WITHOUT TEARS	Special Education	Materials and Supplies	$804.01
12/10/2018	14486024	HOUGHTON MIFFLIN HARCOURT	Special Education	Materials and Supplies	$818.77
12/10/2018	14486025	JBT	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$190.00
12/10/2018	14486026	FREDERICK KORMOCZY	Valley Center High School	Athletic Officials	$66.00
12/10/2018	14486027	MEDCO SUPPLY, INC	Valley Center High School	Materials and Supplies	$24.55
12/10/2018	14486028	TONY OLIVERA	Valley Center High School	Athletic Officials	$206.25
12/10/2018	14486029	OPTICAL SERVICES COMPANY	Valley Center High School	Rentl,Lease,Repair&Non-Cap Imp	$497.58
12/10/2018	14486030	PADLOCK OUTLET	Valley Center Middle School	Materials and Supplies	$1,937.95
12/10/2018	14486031	ZACHARY POSTON	Valley Center High School	Athletic Officials	$66.00

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
12/10/2018	14486032	PROCARE THERAPY, INC.	Special Education	Prof/Consult Srv&Operate Exp	$742.50
12/10/2018	14486033	RICK ROGERS	Valley Center High School	Athletic Officials	$236.25
12/10/2018	14486034	SAN DIEGO GAS & ELECTRIC	Maintenance & Operations	Electricity	$67,799.66
12/10/2018	14486035	SPRINGALL ACADEMY	Special Education	Subagreements For Services	$3,230.34
12/10/2018	14486036	VALLEY CENTER OIL COMPANY	Maintenance & Operations	Materials and Supplies	$838.26
12/10/2018	14486036	VALLEY CENTER OIL COMPANY	Transportation	Repair Parts	$358.44
12/10/2018	14486037	VC MUNICIPAL WATER DISTRICT	Maintenance & Operations	Water	$10,184.58
12/11/2018	14486826	ACER SERVICE CORPORATION	Technology	Rentl,Lease,Repair&Non-Cap Imp	$276.06
12/11/2018	14486827	ALERT SERVICES, INC.	Pauma School	Materials and Supplies	$73.25
12/11/2018	14486828	ARMOR FABRICATION & FENCE	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$350.00
12/11/2018	14486829	ARMSTRONG FEED & SUPPLY	Valley Center High School	Materials and Supplies	$1,276.57
12/11/2018	14486830	AUDIOMETRICS	Special Education	Prof/Consult Srv&Operate Exp	$208.68
12/11/2018	14486831	CDW-G	Valley Center Middle School	Materials and Supplies	$169.00
12/11/2018	14486832	CLAYTON, NADIA	Special Projects	Mileage	$139.42
12/11/2018	14486833	COMPETITIVE LIGHTING MAINTENANCE INC.	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$359.25
12/11/2018	14486834	COMMUNITY SCHOOL OF SD HIGH SCHOOL	Special Education	Subagreements For Services	$7,253.50
12/11/2018	14486835	ESCONDIDO WINSUPPLY CO, INC.	Maintenance & Operations	Materials and Supplies	$120.02
12/11/2018	14486836	GRANGETTO'S AGRICULTURAL SUPPL	Maintenance & Operations	Materials and Supplies	$689.78
12/11/2018	14486837	JUAN IBARRA PHONE REPAIR	Technology	Rentl,Lease,Repair&Non-Cap Imp	$996.43
12/11/2018	14486838	JAUREGUI & CULVER, INC.	Transportation	Prof/Consult Srv&Operate Exp	$109.50
12/11/2018	14486839	JJJ ENTERPRISES CORPORATION	Maintenance & Operations	Sewer/Security	$1,372.50
12/11/2018	14486840	JOHNSON CONTROLS INC.	Transportation	Prof/Consult Srv&Operate Exp	$684.83
12/11/2018	14486841	KELLY PAPER COMPANY	Valley Center Middle School	Materials and Supplies	$1,081.81
12/11/2018	14486842	KEY DATA SYSTEMS	District	Prof/Consult Srv&Operate Exp	$4,500.00
12/11/2018	14486843	MAINTEX	Maintenance & Operations	Materials and Supplies	$629.03
12/11/2018	14486844	MEZA AUTOMOTIVE PAINT	Transportation	Materials and Supplies	$102.08
12/11/2018	14486845	KAREN L. MUELLER	Special Education	Prof/Consult Srv&Operate Exp	$1,920.00
12/11/2018	14486846	OFFICE DEPOT	Valley Center High School	Materials and Supplies	$110.71
12/11/2018	14486847	O'REILLY AUTO PARTS	Maintenance & Operations	Materials and Supplies	$31.94
12/11/2018	14486847	O'REILLY AUTO PARTS	Transportation	Repair Parts	$124.72
12/11/2018	14486848	PAUMA VALLEY COMMUNITY	Maintenance & Operations	Sewer/Security	$1,052.00
12/11/2018	14486849	PARKHOUSE TIRE SERVICE INC.	Transportation	Tires	$2,049.14
12/11/2018	14486850	PHONAK HEARING SYSTEMS	Special Education	Materials and Supplies	$70.06
12/11/2018	14486851	PIONEER HEALTHCARE SERVICES, LLC	Special Education	Subagreements For Services	$8,627.36
12/11/2018	14486852	POSITIVE PROMOTIONS	Primary School	Materials and Supplies	$127.86
12/11/2018	14486853	PROCARE THERAPY, INC.	Special Education	Prof/Consult Srv&Operate Exp	$2,795.01
12/11/2018	14486854	RAMIREZ WHOLESALE FLOWERS	Valley Center High School	Materials and Supplies	$113.00
12/11/2018	14486855	SAN DIEGO COUNTY OFFICE OF EDUCATION	Valley Center High School	Conference Expenses	$25.00
12/11/2018	14486856	SCHOOL SPECIALTY, INC.	Primary School	Materials and Supplies	$319.43

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Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
12/11/2018	14486856	SCHOOL SPECIALTY, INC.	Lilac School	Materials and Supplies	$104.54
12/11/2018	14486856	SCHOOL SPECIALTY, INC.	Valley Center High School	Materials and Supplies	$239.65
12/11/2018	14486857	SC FUELS	Transportation	Fuel & Oil	$5,862.03
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Primary School	Materials and Supplies	$104.73
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Valley Center Middle School	Materials and Supplies	$363.77
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Elementary School	Materials and Supplies	$32.90
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Maintenance & Operations	Materials and Supplies	$7,869.78
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Lilac School	Materials and Supplies	$24.27
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Pauma School	Materials and Supplies	$90.26
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Special Projects	Materials and Supplies	$0.00
12/11/2018	14486858	SOUTHWEST SCHOOL & OFFICE	Valley Center High School	Materials and Supplies	$81.80
12/11/2018	14486860	SPARKLETTS	District Wide	Materials and Supplies	$176.00
12/11/2018	14486861	STATER BROS. MARKETS	Valley Center High School	Materials and Supplies	$792.98
12/11/2018	14486862	SUPER DUPER, INC.	Special Education	Materials and Supplies	$98.90
12/11/2018	14486863	T.E.R.I., INC. DBA	Special Education	Subagreements For Services	$13,276.57
12/11/2018	14486864	VALLEY CENTER LOCKSMITH	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$95.00
12/11/2018	14486865	VC MUNICIPAL WATER DISTRICT	Maintenance & Operations	Water	$11,434.96
12/11/2018	14486866	WAXIE ENTERPRISES, INC	Maintenance & Operations	Materials and Supplies	$1,672.79
12/12/2018	14487418	IMAGE SOURCE	District Wide	Rentl,Lease,Repair&Non-Cap Imp	$968.30
12/12/2018	14487418	IMAGE SOURCE	Primary School	Rentl,Lease,Repair&Non-Cap Imp	$496.42
12/12/2018	14487418	IMAGE SOURCE	Valley Center Middle School	Rentl,Lease,Repair&Non-Cap Imp	$1,207.94
12/12/2018	14487418	IMAGE SOURCE	Elementary School	Rentl,Lease,Repair&Non-Cap Imp	$0.00
12/12/2018	14487418	IMAGE SOURCE	Oak Glen High School	Rentl,Lease,Repair&Non-Cap Imp	$102.22
12/12/2018	14487418	IMAGE SOURCE	Valley Center Prep	Rentl,Lease,Repair&Non-Cap Imp	$0.00
12/12/2018	14487418	IMAGE SOURCE	Lilac School	Rentl,Lease,Repair&Non-Cap Imp	$556.96
12/12/2018	14487418	IMAGE SOURCE	Pauma School	Rentl,Lease,Repair&Non-Cap Imp	$384.13
12/12/2018	14487418	IMAGE SOURCE	Valley Center High School	Rentl,Lease,Repair&Non-Cap Imp	$1,270.79
12/12/2018	14487419	RTM LIGHTING & ELECTRICAL, INC.	Maintenance & Operations	Materials and Supplies	$863.24
12/13/2018	14488073	ALL PRO TOOLS LLC.	Transportation	Materials and Supplies	$96.98
12/13/2018	14488074	COLORS GOURMET PIZZA	Child Nutrition Services	Food	$404.46
12/13/2018	14488075	CITI CARDS	Child Nutrition Services	Food	$36.48
12/13/2018	14488076	GALASSO'S BAKERY	Child Nutrition Services	Food	$1,262.81
12/13/2018	14488077	GOLD STAR FOODS, INC.	Child Nutrition Services	Food	$11,953.82
12/13/2018	14488078	HOLLANDIA DAIRY	Child Nutrition Services	Food	$6,517.12
12/13/2018	14488079	P&R PAPER SUPPLY CO, INC	Child Nutrition Services	Materials and Supplies	$5,420.87
12/13/2018	14488080	S/P2	Valley Center High School	Dues And Memberships	$249.00
12/13/2018	14488081	SUNRISE PRODUCE COMPANY	Child Nutrition Services	Food	$5,688.55
12/13/2018	14488082	WESTERN PSYCHOLOGICAL SERVICES	Special Education	Materials and Supplies	$476.47
12/14/2018	14489022	A-1 IRRIGATION, INC	Maintenance & Operations	Materials and Supplies	$1,834.40

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12/14/2018	14489022	A-1 IRRIGATION, INC	Transportation	Materials and Supplies	$67.25
12/14/2018	14489022	A-1 IRRIGATION, INC	Valley Center High School	Materials and Supplies	$782.97
12/14/2018	14489023	ALERT SERVICES, INC.	Valley Center High School	Materials and Supplies	$425.99
12/14/2018	14489024	AT&T	District Wide	Communications	$3,383.23
12/14/2018	14489025	SHAUN BRY	Valley Center High School	Athletic Officials	$202.00
12/14/2018	14489026	CITI CARDS	Business Services	Prof/Consult Srv&Operate Exp	$108.75
12/14/2018	14489027	DEL NORTE FOUNDATION	Valley Center High School	Prof/Consult Srv&Operate Exp	$450.00
12/14/2018	14489028	DEL NORTE HS BASEBALL	Valley Center High School	Prof/Consult Srv&Operate Exp	$475.00
12/14/2018	14489029	ECONOMY RESTAURANT EQUIP/SUPPL	Child Nutrition Services	Materials and Supplies	$25.86
12/14/2018	14489030	FISHER WIRELESS SERVICES, INC.	Transportation	Prof/Consult Srv&Operate Exp	$698.20
12/14/2018	14489031	SHANNON FLORES	Special Projects	Mileage	$40.92
12/14/2018	14489032	GRANGETTO'S AGRICULTURAL SUPPL	Maintenance & Operations	Materials and Supplies	$10.33
12/14/2018	14489033	MCGREGOR & ASSOCIATES INSURANCE ADMIN.	Business Services	Prof/Consult Srv&Operate Exp	$288.15
12/14/2018	14489034	OFFICE DEPOT	District Wide	Materials and Supplies	$387.21
12/14/2018	14489034	OFFICE DEPOT	Primary School	Materials and Supplies	$56.14
12/14/2018	14489035	O'REILLY AUTO PARTS	Transportation	Repair Parts	$83.48
12/14/2018	14489036	PALOMAR FAMILY COUNSELING SERVICE INC.	Special Education	Prof/Consult Srv&Operate Exp	$7,722.22
12/14/2018	14489037	RAMIREZ WHOLESALE FLOWERS	Oak Glen High School	Materials and Supplies	$55.00
12/14/2018	14489038	MICHELLE REQUILMAN-BOWDEN	District Wide	Mileage	$6.76
12/14/2018	14489039	RUIZ, SOCORRO	Valley Center High School	Mileage	$29.21
12/14/2018	14489040	RUSH TRUCK CENTERS	Transportation	Repair Parts	$796.01
12/14/2018	14489041	SAN DIEGO COUNTY OFFICE OF EDUCATION	District Wide	Prof/Consult Srv&Operate Exp	$750.00
12/14/2018	14489042	SAN DIEGO COUNTY - VECTOR	Special Education	Conference Expenses	$160.58
12/14/2018	14489043	SAN PASQUAL VALLEY SOILS	Valley Center High School	Materials and Supplies	$693.06
12/14/2018	14489044	SCHOOL SPECIALTY, INC.	Primary School	Materials and Supplies	$23.08
12/14/2018	14489045	SWEETWATER BOYS VOLLEYBALL	Valley Center High School	Prof/Consult Srv&Operate Exp	$550.00
12/14/2018	14489046	VALLEY CENTER PARKS AND	District Wide	Rentl,Lease,Repair&Non-Cap Imp	$10,000.00
12/14/2018	14489047	YUIMA MUNICIPAL WATER DIST.	Maintenance & Operations	Water	$18.41
12/17/2018	14489613	AMAZON.COM	Maintenance & Operations	Materials and Supplies	$310.69
12/17/2018	14489613	AMAZON.COM	Technology	Materials and Supplies	$51.25
12/17/2018	14489613	AMAZON.COM	Special Education	Materials and Supplies	$46.49
12/17/2018	14489613	AMAZON.COM	Oak Glen High School	Materials and Supplies	$596.09
12/17/2018	14489614	COMMERCIAL FLOOR RIDERS	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$7,107.63
12/17/2018	14489615	MARCOS FAVELA	Valley Center High School	Athletic Officials	$100.00
12/17/2018	14489616	CUSTODIAN REV CASH	Valley Center High School	Health & Welfare Benefits, cla	$55.00
12/17/2018	14489616	CUSTODIAN REV CASH	Elementary School	Lost Library Books	$30.00
12/17/2018	14489616	CUSTODIAN REV CASH	Lilac School	Lost Library Books	$75.00
12/17/2018	14489616	CUSTODIAN REV CASH	Elementary School	Materials and Supplies	$112.27
12/17/2018	14489616	CUSTODIAN REV CASH	Transportation	Materials and Supplies	$139.78

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12/17/2018	14489616	CUSTODIAN REV CASH	Technology	Rentl,Lease,Repair&Non-Cap Imp	$183.79
12/17/2018	14489616	CUSTODIAN REV CASH	Performing Arts Center	Prof/Consult Srv&Operate Exp	$1,119.73
12/17/2018	14489616	CUSTODIAN REV CASH	Transportation	Pymts-Parent Trans	$113.91
12/17/2018	14489616	CUSTODIAN REV CASH	District Wide	Communications	$225.00
12/17/2018	14489616	CUSTODIAN REV CASH	Technology	Communications	$320.00
12/17/2018	14489616	CUSTODIAN REV CASH	District	Expenditure Suspense	$1,874.23
12/17/2018	14489616	CUSTODIAN REV CASH	District	Interest	$3.73
12/17/2018	14489616	CUSTODIAN REV CASH	District	All Other Local Revenue	$74.55
12/17/2018	14489616	CUSTODIAN REV CASH	District	Food Services Sales	$117.85
12/17/2018	14489617	RUSH TRUCK CENTERS	Transportation	Repair Parts	$586.17
12/17/2018	14489618	SIMPLER LIFE EMERGENCY	Pauma School	Materials and Supplies	$538.49
12/17/2018	14489619	SYN-TECH SYSTEMS, INC.	Transportation	Prof/Consult Srv&Operate Exp	$1,175.00
12/17/2018	14489620	TRANSFINDER CORPORATION	Transportation	Prof/Consult Srv&Operate Exp	$3,700.00
12/18/2018	14490547	A-1 IRRIGATION, INC	Valley Center Middle School	Materials and Supplies	$415.37
12/18/2018	14490548	ACADEMIC SUPPLIER	Business Services	Materials and Supplies	$380.36
12/18/2018	14490548	ACADEMIC SUPPLIER	Valley Center High School	Materials and Supplies	$178.87
12/18/2018	14490549	ACER SERVICE CORPORATION	Technology	Rentl,Lease,Repair&Non-Cap Imp	$552.11
12/18/2018	14490550	AMAZON.COM	Primary School	Materials and Supplies	$196.99
12/18/2018	14490550	AMAZON.COM	Maintenance & Operations	Materials and Supplies	$30.61
12/18/2018	14490550	AMAZON.COM	Special Education	Materials and Supplies	$194.61
12/18/2018	14490550	AMAZON.COM	Oak Glen High School	Materials and Supplies	$136.40
12/18/2018	14490550	AMAZON.COM	Lilac School	Materials and Supplies	$36.97
12/18/2018	14490550	AMAZON.COM	Business Services	Materials and Supplies	$122.72
12/18/2018	14490550	AMAZON.COM	Pauma School	Materials and Supplies	$850.05
12/18/2018	14490550	AMAZON.COM	Valley Center High School	Materials and Supplies	$125.90
12/18/2018	14490552	APPLE, INC	Technology	Rentl,Lease,Repair&Non-Cap Imp	$299.00
12/18/2018	14490553	APPLE COMPUTERS INC	Lilac School	Materials and Supplies	$99.80
12/18/2018	14490554	ARMOR FABRICATION & FENCE	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$100.00
12/18/2018	14490555	ARMSTRONG FEED & SUPPLY	Valley Center Middle School	Materials and Supplies	$887.42
12/18/2018	14490556	ASUS COMPUTER INTERNATIONAL	Technology	Materials and Supplies	$60.96
12/18/2018	14490557	AT&T	Technology	Communications	$486.00
12/18/2018	14490558	BAUER, DANIELLE	Oak Glen High School	Materials and Supplies	$32.37
12/18/2018	14490559	BEYNON SPORTS SURFACES INC.	Valley Center High School	Rentl,Lease,Repair&Non-Cap Imp	$244.65
12/18/2018	14490560	BUREAU OF EDUCATION & RESEARCH	Assistant Superintendent	Conference Expenses	$538.00
12/18/2018	14490561	CARE-A-VAN	Transportation	Pymts - Common Carrier	$6,490.44
12/18/2018	14490562	CITI CARDS	Valley Center High School	Materials and Supplies	$601.42
12/18/2018	14490563	EDCO WASTE AND RECYCLING SER	Maintenance & Operations	Waste Disposal	$2,175.84
12/18/2018	14490564	ESCONDIDO WINSUPPLY CO, INC.	Maintenance & Operations	Materials and Supplies	$156.29
12/18/2018	14490565	FASTSIGNS	Valley Center Middle School	Materials and Supplies	$212.81

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12/18/2018	14490566	FLECK, SATYA	District Wide	Conference Expenses	$19.29
12/18/2018	14490567	GENERAL BINDING CORPORATION	Primary School	Rentl,Lease,Repair&Non-Cap Imp	$354.24
12/18/2018	14490568	GOLD STAR FOODS, INC.	Child Nutrition Services	Food	$3,622.82
12/18/2018	14490569	HOLLANDIA DAIRY	Child Nutrition Services	Food	$4,459.15
12/18/2018	14490570	JUAN IBARRA PHONE REPAIR	Technology	Rentl,Lease,Repair&Non-Cap Imp	$644.02
12/18/2018	14490571	JULIAN MINING CO.	Pauma School	Prof/Consult Srv&Operate Exp	$587.50
12/18/2018	14490572	CUSTODIAN REV CASH	Valley Center High School	Health & Welfare Benefits, cla	$250.00
12/18/2018	14490572	CUSTODIAN REV CASH	Elementary School	Lost Library Books	$35.00
12/18/2018	14490572	CUSTODIAN REV CASH	Business Services	Prof/Consult Srv&Operate Exp	$180.99
12/18/2018	14490572	CUSTODIAN REV CASH	Technology	Communications	$0.00
12/18/2018	14490572	CUSTODIAN REV CASH	District	All Other Local Revenue	$52.50
12/18/2018	14490572	CUSTODIAN REV CASH	District	Food Services Sales	$161.15
12/18/2018	14490573	KIMBALL MIDWEST	Transportation	Materials and Supplies	$317.40
12/18/2018	14490574	TROY LUDWIG	Valley Center High School	Athletic Officials	$268.00
12/18/2018	14490575	KENNETH MANYARI-MAGRO	Valley Center High School	Athletic Officials	$123.50
12/18/2018	14490576	NORTH COUNTY LAWNMOWER INC	Maintenance & Operations	Materials and Supplies	$419.15
12/18/2018	14490577	NUTRIEN AG SOLUTIONS, INC.	Maintenance & Operations	Materials and Supplies	$4,832.59
12/18/2018	14490578	OFFICE DEPOT	Primary School	Materials and Supplies	$97.61
12/18/2018	14490578	OFFICE DEPOT	Elementary School	Materials and Supplies	$10.01
12/18/2018	14490578	OFFICE DEPOT	Human Resources	Materials and Supplies	$24.77
12/18/2018	14490578	OFFICE DEPOT	Pauma School	Materials and Supplies	$152.24
12/18/2018	14490578	OFFICE DEPOT	Valley Center High School	Materials and Supplies	$74.74
12/18/2018	14490579	GARY SADNICK	Valley Center High School	Athletic Officials	$134.00
12/18/2018	14490580	SCHOOL HEALTH CORP.	Valley Center Middle School	Materials and Supplies	$311.40
12/18/2018	14490581	SC FUELS	Transportation	Fuel & Oil	$4,714.10
12/18/2018	14490582	JEFF UKRAINETZ	Valley Center High School	Athletic Officials	$134.00
12/18/2018	14490583	VALLEY CENTER EQUIPMENT RENTAL	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$18.63
12/18/2018	14490584	VALLEY CENTER LOCKSMITH	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$320.00
12/18/2018	14490585	WATER QUALITY SPECIALISTS	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$606.38
12/18/2018	14490586	WAXIE ENTERPRISES, INC	Maintenance & Operations	Materials and Supplies	$342.65
12/18/2018	14490587	WETMORES	Transportation	Repair Parts	$938.12
12/18/2018	14490588	CHRIS WHITE	Valley Center High School	Athletic Officials	$123.50
12/19/2018	14491459	BSN SPORTS/US GAMES	Valley Center Middle School	Materials and Supplies	$892.59
12/19/2018	14491460	CARE-A-VAN	Transportation	Pymts - Common Carrier	$13,767.60
12/19/2018	14491461	CDW-G	Elementary School	Materials and Supplies	$99.95
12/19/2018	14491462	CINTAS CORPORATION #055	Transportation	Prof/Consult Srv&Operate Exp	$164.94
12/19/2018	14491463	CLAIREMONT EQUIPMENT	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$378.90
12/19/2018	14491464	COMMUNICATIONS USA, INC.	Lilac School	Communications	$692.83
12/19/2018	14491465	COMMUNITY SCHOOL OF SD HIGH SCHOOL	Special Education	Subagreements For Services	$5,052.00

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12/19/2018	14491466	CREATIVE BUS SALES, INC.	Transportation	Repair Parts	$733.02
12/19/2018	14491467	DEAF COMMUNITY SERVICES	Special Education	Prof/Consult Srv&Operate Exp	$300.00
12/19/2018	14491468	DEMCO, INC.	Primary School	Materials and Supplies	$127.58
12/19/2018	14491469	DOOR SERVICE AND REPAIR INC.	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$608.40
12/19/2018	14491470	DTEK ANALYTICAL LABS INC	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$292.00
12/19/2018	14491471	DUNN EDWARDS PAINT	Maintenance & Operations	Materials and Supplies	$225.82
12/19/2018	14491472	ERIK INDUSTRIES	Technology	Rentl,Lease,Repair&Non-Cap Imp	$95.00
12/19/2018	14491473	ESCONDIDO WINSUPPLY CO, INC.	Maintenance & Operations	Materials and Supplies	$250.81
12/19/2018	14491474	FERRELLGAS	Valley Center High School	Propane	$2,394.20
12/19/2018	14491475	FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	Assistant Superintendent	Prof/Consult Srv&Operate Exp	$600.00
12/19/2018	14491476	GILSTER, ROBIN	Valley Center High School	Conference Expenses	$47.85
12/19/2018	14491477	GOLDEN STAR TECHNOLOGY, INC.	Elementary School	Materials and Supplies	$2,715.30
12/19/2018	14491478	GRANGETTO'S AGRICULTURAL SUPPL	Maintenance & Operations	Materials and Supplies	$90.39
12/19/2018	14491479	GRANGETTO'S AGRICULTURAL SUPPL	Maintenance & Operations	Materials and Supplies	$16.81
12/19/2018	14491480	GREAT MINDS	District Wide	Textbooks	$43,424.09
12/19/2018	14491480	GREAT MINDS	Lilac School	Textbooks	$657.96
12/19/2018	14491481	HI-WAY SAFETY	Maintenance & Operations	Materials and Supplies	$110.12
12/19/2018	14491482	HOME DEPOT, INC	Maintenance & Operations	Materials and Supplies	$2,350.83
12/19/2018	14491482	HOME DEPOT, INC	Lilac School	Materials and Supplies	$107.72
12/19/2018	14491482	HOME DEPOT, INC	Valley Center High School	Materials and Supplies	$1,578.83
12/19/2018	14491483	IMAGE SOURCE	Valley Center High School	Materials and Supplies	$336.18
12/19/2018	14491484	JUAN IBARRA PHONE REPAIR	Technology	Rentl,Lease,Repair&Non-Cap Imp	$550.92
12/19/2018	14491485	JJJ ENTERPRISES CORPORATION	Maintenance & Operations	Sewer/Security	$323.79
12/19/2018	14491486	JOHNSTONE SUPPLY	Maintenance & Operations	Materials and Supplies	$287.33
12/19/2018	14491487	JOSTENS, INC	Valley Center High School	Materials and Supplies	$2,141.52
12/19/2018	14491488	KAPCO	Primary School	Materials and Supplies	$54.40
12/19/2018	14491489	KELLY PAPER COMPANY	Pauma School	Materials and Supplies	$1,081.81
12/19/2018	14491490	KYOCERA DOCUMENT SOLUTIONS WEST	Central Warehouse	Rentl,Lease,Repair&Non-Cap Imp	$555.80
12/19/2018	14491491	LAKESHORE LEARNING MATERIALS	Pauma School	Materials and Supplies	$266.06
12/19/2018	14491492	MANIER, STEVEN	Special Education	Mileage	$77.17
12/19/2018	14491493	MEZA AUTOMOTIVE PAINT	Transportation	Materials and Supplies	$201.55
12/19/2018	14491494	MULTI-HEALTH SYSTEMS	Special Education	Materials and Supplies	$59.26
12/19/2018	14491495	NAPA AUTO PARTS	Transportation	Repair Parts	$53.79
12/19/2018	14491496	NPG INC.	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$11,991.00
12/19/2018	14491497	O'REILLY AUTO PARTS	Transportation	Repair Parts	$64.38
12/19/2018	14491498	PAR, INC.	Special Education	Materials and Supplies	$227.50
12/19/2018	14491499	PEARSON CLINICAL	Special Education	Materials and Supplies	$4,017.97
12/19/2018	14491500	PHONAK HEARING SYSTEMS	Special Education	Materials and Supplies	$120.39
12/19/2018	14491501	PIONEER HEALTHCARE SERVICES, LLC	Special Education	Subagreements For Services	$3,081.20

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
12/19/2018	14491502	POWERLAND EQUIPMENT INC	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$23.94
12/19/2018	14491503	PRACTI-CAL, INC.	Special Education	Prof/Consult Srv&Operate Exp	$9.23
12/19/2018	14491504	READ NATURALLY	Valley Center Middle School	Prof/Consult Srv&Operate Exp	$2,273.38
12/19/2018	14491504	READ NATURALLY	Special Education	Prof/Consult Srv&Operate Exp	$2,273.38
12/19/2018	14491505	ROTO-ROOTER SEWER AND	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$700.00
12/19/2018	14491506	RUSH TRUCK CENTERS	Transportation	Repair Parts	$1,293.60
12/19/2018	14491507	SAN DIEGO CHILDREN'S DISCOVERY MUSEUM	Pauma School	Prof/Consult Srv&Operate Exp	$112.50
12/19/2018	14491508	SC FUELS	Transportation	Fuel & Oil	$4,475.00
12/19/2018	14491509	SPRINGALL ACADEMY	Special Education	Subagreements For Services	$2,660.28
12/19/2018	14491510	STATER BROS. MARKETS	Valley Center High School	Materials and Supplies	$531.07
12/19/2018	14491511	STEELLOCKER SPORTS	Primary School	Materials and Supplies	$99.98
12/19/2018	14491512	STEIN EDUCATION CENTER	Special Education	Subagreements For Services	$9,045.40
12/19/2018	14491513	TROXELL COMMUNICATIONS	Primary School	Materials and Supplies	$426.71
12/19/2018	14491514	U.S. BANK EQUIPMENT FINANCE	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$153.74
12/19/2018	14491515	VALLEY CENTER EQUIPMENT RENTAL	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$62.48
12/19/2018	14491516	VC MUNICIPAL WATER DISTRICT	Maintenance & Operations	Water	$829.47
12/19/2018	14491517	W W GRAINGER	Maintenance & Operations	Materials and Supplies	$85.28
12/19/2018	14491518	WAXIE ENTERPRISES, INC	Valley Center High School	Materials and Supplies	$449.04
12/20/2018	14492354	A-1 IRRIGATION, INC	Maintenance & Operations	Materials and Supplies	$829.39
12/20/2018	14492354	A-1 IRRIGATION, INC	Transportation	Materials and Supplies	$16.81
12/20/2018	14492354	A-1 IRRIGATION, INC	Valley Center High School	Materials and Supplies	$426.76
12/20/2018	14492355	ARMSTRONG FEED & SUPPLY	Valley Center High School	Materials and Supplies	$1,298.42
12/20/2018	14492356	LAUREL BRITTAIN	Special Education	Subagreements For Services	$260.00
12/20/2018	14492357	CIF-SAN DIEGO SECTION	Valley Center High School	Athletic Officials	$300.00
12/20/2018	14492358	CITI CARDS	Maintenance & Operations	Materials and Supplies	$54.92
12/20/2018	14492359	SERGIO CORTEZ	Valley Center High School	Athletic Officials	$140.00
12/20/2018	14492360	MARCOS FAVELA	Valley Center High School	Athletic Officials	$50.00
12/20/2018	14492361	HILL, JULIE	District Wide	OPEB, Allocated, classified po	$504.62
12/20/2018	14492362	INST. FOR EFFECTIVE EDUCATION	Special Education	Subagreements For Services	$9,445.70
12/20/2018	14492363	LIZCANO, RITA	Special Education	Mileage	$63.82
12/20/2018	14492364	MARIA MURO	Valley Center High School	Athletic Officials	$57.50
12/20/2018	14492365	BILL NELISSEN	Valley Center High School	Athletic Officials	$131.00
12/20/2018	14492366	OFFICE DEPOT	Primary School	Materials and Supplies	$57.00
12/20/2018	14492366	OFFICE DEPOT	Elementary School	Materials and Supplies	$319.24
12/20/2018	14492366	OFFICE DEPOT	Pauma School	Materials and Supplies	$103.62
12/20/2018	14492367	PALOMAR FAMILY COUNSELING SERVICE INC.	Special Education	Prof/Consult Srv&Operate Exp	$9,755.00
12/20/2018	14492368	PEARSON CLINICAL	Special Education	Materials and Supplies	$240.00
12/20/2018	14492369	PIONEER HEALTHCARE SERVICES, LLC	Special Education	Subagreements For Services	$3,081.20
12/20/2018	14492370	PROCARE THERAPY, INC.	Special Education	Prof/Consult Srv&Operate Exp	$360.00

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
12/20/2018	14492371	SCHOOL SPECIALTY, INC.	Primary School	Materials and Supplies	$61.08
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Elementary School	Materials and Supplies	$437.69
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Maintenance & Operations	Materials and Supplies	$734.12
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Oak Glen High School	Materials and Supplies	$191.30
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Lilac School	Materials and Supplies	$209.07
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Pauma School	Materials and Supplies	$91.57
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Valley Center High School	Materials and Supplies	$68.46
12/20/2018	14492372	SOUTHWEST SCHOOL & OFFICE	Bascc	Materials and Supplies	$63.79
12/20/2018	14492373	SUPER DUPER, INC.	Special Education	Materials and Supplies	$268.90
12/20/2018	14492374	T.E.R.I., INC. DBA	Special Education	Subagreements For Services	$6,353.39
12/20/2018	14492375	THOMAS R. TERRAZAS	Valley Center High School	Athletic Officials	$57.50
12/20/2018	14492376	VALLEY CENTER OIL COMPANY	Maintenance & Operations	Materials and Supplies	$57.87
12/20/2018	14492376	VALLEY CENTER OIL COMPANY	Transportation	Repair Parts	$131.94
12/20/2018	14492377	WAXIE ENTERPRISES, INC	Maintenance & Operations	Materials and Supplies	$2,736.16
12/20/2018	14492378	WETMORES	Transportation	Repair Parts	$300.73
12/21/2018	14492561	SAN DIEGO COUNTY OFFICE OF EDUCATION	Human Resources	Prof/Consult Srv&Operate Exp	$3,000.00
12/21/2018	14492562	SCHOOL HEALTH CORP.	Special Education	Materials and Supplies	$109.64
1/3/2019	14493183	A-1 IRRIGATION, INC	Valley Center High School	Materials and Supplies	$142.36
1/3/2019	14493184	AIRGAS-WEST, INC	Transportation	Materials and Supplies	$197.30
1/3/2019	14493185	ALPHA-AMERICAN PROGRAMMABLE	Maintenance & Operations	Materials and Supplies	$484.55
1/3/2019	14493186	AMERICAN FIDELITY ASSURANCE COMPANY	Business Services	Prof/Consult Srv&Operate Exp	$331.65
1/3/2019	14493187	ARMSTRONG FEED & SUPPLY	Valley Center High School	Materials and Supplies	$251.92
1/3/2019	14493188	ARTIANO SHINOFF	District Wide	Legal	$533.79
1/3/2019	14493189	ASE	Valley Center High School	Materials and Supplies	$990.00
1/3/2019	14493190	ASI FIRE PROTECTION	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$272.08
1/3/2019	14493191	ATKINSON, ANDELSON, LOYA,	Human Resources	Books Other Than Textbooks	$385.13
1/3/2019	14493191	ATKINSON, ANDELSON, LOYA,	District Wide	Legal	$3,588.85
1/3/2019	14493192	BECK, JEFFREY	Assistant Superintendent	Mileage	$368.64
1/3/2019	14493193	BECK, LARALEE	Assistant Superintendent	Mileage	$126.12
1/3/2019	14493194	BENCHMARK EDUCATION COMPANY	District Wide	Textbooks	$101,465.67
1/3/2019	14493195	BROOMELL, MICHAEL	Valley Center High School	Conference Expenses	$2,450.98
1/3/2019	14493196	CARE-A-VAN	Transportation	Pymts - Common Carrier	$13,570.92
1/3/2019	14493197	CDW-G	Elementary School	Materials and Supplies	$33.60
1/3/2019	14493198	CENTER SEPTIC	Maintenance & Operations	Sewer/Security	$6,510.00
1/3/2019	14493199	CINTAS CORPORATION	Transportation	Prof/Consult Srv&Operate Exp	$494.82
1/3/2019	14493200	CITI CARDS	Board & Superintendent	Materials and Supplies	$64.33
1/3/2019	14493201	CREATIVE BUS SALES, INC.	Transportation	Repair Parts	$781.28
1/3/2019	14493202	CRUISE PARTY RENTALS	Valley Center Middle School	Rentl,Lease,Repair&Non-Cap Imp	$1,012.50
1/3/2019	14493203	DIAMOND ENVIRONMENTAL	Maintenance & Operations	Sewer/Security	$196.22

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
1/3/2019	14493203	DIAMOND ENVIRONMENTAL	Valley Center High School	Rentl,Lease,Repair&Non-Cap Imp	$602.39
1/3/2019	14493204	MARCOS FAVELA	Valley Center High School	Athletic Officials	$125.00
1/3/2019	14493205	FERRELLGAS	Valley Center High School	Propane	$2,300.48
1/3/2019	14493206	GALASSO'S BAKERY	Child Nutrition Services	Food	$608.17
1/3/2019	14493207	GLASER-BAILEY AWARDS, INC.	District Wide	Materials and Supplies	$732.70
1/3/2019	14493208	GOLD STAR FOODS, INC.	Child Nutrition Services	Food	$10,834.32
1/3/2019	14493209	GRANGETTO'S AGRICULTURAL SUPPL	Maintenance & Operations	Materials and Supplies	$206.94
1/3/2019	14493210	GROUPLINK	Technology	Prof/Consult Srv&Operate Exp	$2,743.00
1/3/2019	14493211	HOLLANDIA DAIRY	Child Nutrition Services	Food	$275.96
1/3/2019	14493212	JW PEPPER OF LOS ANGELES	Assistant Superintendent	Materials and Supplies	$1,395.24
1/3/2019	14493213	JOHNSTONE SUPPLY	Maintenance & Operations	Materials and Supplies	$147.61
1/3/2019	14493214	KELLY PAPER COMPANY	Lilac School	Materials and Supplies	$1,081.81
1/3/2019	14493214	KELLY PAPER COMPANY	Valley Center High School	Materials and Supplies	$1,081.81
1/3/2019	14493215	KEY DATA SYSTEMS	Technology	Prof/Consult Srv&Operate Exp	$1,250.00
1/3/2019	14493216	KYOCERA DOCUMENT SOLUTIONS WEST	Central Warehouse	Rentl,Lease,Repair&Non-Cap Imp	$166.91
1/3/2019	14493217	MAINTEX	Maintenance & Operations	Materials and Supplies	$230.24
1/3/2019	14493218	MANIER, STEVEN	Special Education	Mileage	$84.20
1/3/2019	14493219	MACIAS, CLAUDIA	Special Education	Mileage	$27.80
1/3/2019	14493220	CHRISTINE MACNIEL	Lilac School	Materials and Supplies	$24.89
1/3/2019	14493221	MEZA AUTOMOTIVE PAINT	Transportation	Materials and Supplies	$46.35
1/3/2019	14493222	NATIONAL FFA CENTER	Valley Center High School	Materials and Supplies	$18.00
1/3/2019	14493223	NATIONAL POLICE SUPPLY, LLC	Valley Center High School	Materials and Supplies	$127.10
1/3/2019	14493224	FRED NTI	Valley Center High School	Athletic Officials	$57.50
1/3/2019	14493225	OFFICE DEPOT	Pauma School	Materials and Supplies	$40.72
1/3/2019	14493226	JUAN OLIVERA	Valley Center High School	Athletic Officials	$66.00
1/3/2019	14493227	O'REILLY AUTO PARTS	Maintenance & Operations	Materials and Supplies	$72.70
1/3/2019	14493227	O'REILLY AUTO PARTS	Transportation	Repair Parts	$19.43
1/3/2019	14493228	PAUMA VALLEY COMMUNITY	Maintenance & Operations	Sewer/Security	$1,052.00
1/3/2019	14493229	PARKHOUSE TIRE SERVICE INC.	Transportation	Tires	$2,932.91
1/3/2019	14493230	PETE'S ROAD SERVICE, INC.	Transportation	Tires	$1,930.49
1/3/2019	14493231	MOHAMMAD PIROUZIAN	Valley Center High School	Athletic Officials	$57.50
1/3/2019	14493232	RAMIREZ WHOLESALE FLOWERS	Oak Glen High School	Materials and Supplies	$86.75
1/3/2019	14493233	ROTO-ROOTER SEWER AND	Maintenance & Operations	Prof/Consult Srv&Operate Exp	$271.25
1/3/2019	14493234	RUSH TRUCK CENTERS	Transportation	Repair Parts	$1,365.73
1/3/2019	14493235	SSDCOE (Pass Americorps/LCAP funded)	District	Prof/Consult Srv&Operate Exp	$24,000.00
1/3/2019	14493236	SAN JOAQUIN COE	Special Education	Prof/Consult Srv&Operate Exp	$446.25
1/3/2019	14493237	SAN MARCOS UNIFIED SCHOOL	Special Education	Subagreements For Services	$6,678.07
1/3/2019	14493238	SCHOOL SPECIALTY, INC.	Primary School	Materials and Supplies	$301.01
1/3/2019	14493238	SCHOOL SPECIALTY, INC.	Pauma School	Materials and Supplies	$58.28

Warrant Board Report 12/6/18 - 01/03/19

Date	Warrant #	Vendor Name	Site	Object Description	Amount Charged to Fund
1/3/2019	14493239	SCHOOL STEPS, INC.	Special Education	Prof/Consult Srv&Operate Exp	$11,850.00
1/3/2019	14493240	SC FUELS	Transportation	Fuel & Oil	$11,456.46
1/3/2019	14493241	SCOREBOARD SOLUTIONS INC.	Valley Center High School	Rentl,Lease,Repair&Non-Cap Imp	$3,211.52
1/3/2019	14493242	SOUTHWEST SCHOOL & OFFICE	Maintenance & Operations	Materials and Supplies	$3,077.88
1/3/2019	14493242	SOUTHWEST SCHOOL & OFFICE	Lilac School	Materials and Supplies	$566.11
1/3/2019	14493242	SOUTHWEST SCHOOL & OFFICE	Pauma School	Materials and Supplies	$113.69
1/3/2019	14493243	SPARKLETTS	District Wide	Materials and Supplies	$68.00
1/3/2019	14493244	STATER BROS. MARKETS	Board & Superintendent	Materials and Supplies	$84.03
1/3/2019	14493244	STATER BROS. MARKETS	Valley Center High School	Materials and Supplies	$488.24
1/3/2019	14493245	SUNRISE PRODUCE COMPANY	Child Nutrition Services	Food	$1,725.40
1/3/2019	14493246	TREE HOUSE, INC.	Child Nutrition Services	Materials and Supplies	$124.99
1/3/2019	14493247	UNITED PARCEL SERVICE, INC	Business Services	Prof/Consult Srv&Operate Exp	$1.95
1/3/2019	14493247	UNITED PARCEL SERVICE, INC	Valley Center Middle School	Communications	$32.54
1/3/2019	14493247	UNITED PARCEL SERVICE, INC	Technology	Communications	$6.48
1/3/2019	14493248	VALLEY CENTER EQUIPMENT RENTAL	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$9.05
1/3/2019	14493249	VALLEY CENTER MATERIALS	Maintenance & Operations	Materials and Supplies	$622.97
1/3/2019	14493250	VALLEY CENTER OIL COMPANY	Transportation	Repair Parts	$18.77
1/3/2019	14493251	VALLEY CENTER OPTOMETRY	District Wide	Prof/Consult Srv&Operate Exp	$170.00
1/3/2019	14493252	VIC'S GARAGE INC	Maintenance & Operations	Rentl,Lease,Repair&Non-Cap Imp	$115.00
1/3/2019	14493253	W W GRAINGER	Valley Center High School	Materials and Supplies	$360.28
1/3/2019	14493254	WESS TRANSPORTATION	Transportation	Pymts - Common Carrier	$4,102.66
1/3/2019	14493255	WESTAIR GASES & EQUIPMENT, INC	Valley Center High School	Materials and Supplies	$208.88
					$848,025.64

Register Report fo Board - Revolving Cash 01.04.19

12/1/2018 through 1/3/2019

Date	Account	Num	Description	Memo	Category	Tag	Clr	Amount
BALANCE 11/30/2018								**32,477.61**
12/5/2018	MF - Revolvin...	9989	Sabrina Kay	Refund Meal...	RC-Expense			-185.00
12/5/2018	MF - Revolvin...	9990	Diamond Envi...	July - Novem...	RC-Expense			-3,149.96
12/5/2018	MF - Revolvin...	9991	Silvia Zuniga	November P...	RC-Expense			-1,420.54
12/5/2018	MF - Revolvin...	9992	Paul Cunning...	Payroll Adjus...	RC-Expense			-302.85
12/5/2018	MF - Revolvin...	DEP	Check Scan D...	Warrant 09-...	RC-Income			193.56
12/6/2018	MF - Revolvin...	9993	State Water R...	Facility ID: 9 ...	RC-Expense			-1,400.00
12/6/2018	MF - Revolvin...	9994	AutoZone	Refund of D...	RC-Expense			-4,132.80
12/6/2018	MF - Revolvin...	9995	VCPUSD CLE...	CELL PHON...	RC-Expense			-140.00
12/11/2018	MF - Revolvin...	9996	CIF-San Dieg...	VCPUSD Div...	RC-Expense			-189.00
12/11/2018	MF - Revolvin...	9997	Oceanside Hi...	Profit split for...	RC-Expense			-27.00
12/11/2018	MF - Revolvin...	9998	CIF-San Dieg...	70% split of ...	RC-Expense			-5,130.40
12/11/2018	MF - Revolvin...	9999	Mira Mesa Hig...	10% split of ...	RC-Expense			-981.61
12/13/2018	MF - Revolvin...	10000	Mario Moreno	replaces war...	RC-Expense			-150.00
12/19/2018	MF - Revolvin...	DEP	Check Scan D...	Warrant 14-...	RC-Income			17,501.75
12/21/2018	MF - Revolvin...	10001	Alma Gutierre...					-330.00
12/27/2018	MF - Revolvin...	DEP	Check Scan D...	Warrant 14-...	RC-Income			74.64
1/3/2019	MF - Revolvin...	10002	Gilbert Beason	2008-2014 C...				-2,051.41
12/1/2018 - 1/3/2019								**-1,820.62**
BALANCE 1/3/2019								**30,656.99**

TOTAL INFLOWS	**17,769.95**
TOTAL OUTFLOWS	**-19,590.57**
NET TOTAL	**-1,820.62**

Mello Roos Register Report for Board

12/1/2018 through 1/3/2019

Date	Account	Num	Description	Memo	Category	Tag	Clr	Amount
BALANCE 11/30/2018								**270,810.79**
12/11/2018	MF - Mello Ro...	1741	American Fen...	To Pay Invoi...	Misc - Mello R...			-132.80
12/12/2018	MF - Mello Ro...	DEP	ACH Deposit	County of Sa...	MR-Income			37,531.06
12/1/2018 - 1/3/2019								**37,398.26**
BALANCE 1/3/2019								**308,209.05**
					TOTAL INFLOWS			**37,531.06**
					TOTAL OUTFLOWS			**-132.80**
					NET TOTAL			**37,398.26**

PO Board Report 12-06-18 - 01-03-19

PO No.	PO Date	Supplier	Fund	Site	Object	Description	Total
0000004920	12/6/2018	CA TRANSITION ALLIANCE	0100	112	5200001	Conference Expenses	$ 350.00
0000004921	12/6/2018	FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0100	111	5800000	Prof/Consult Srv&Operate Exp	$ 600.00
0000004922	12/6/2018	READ NATURALLY	0100	003	5800000	Prof/Consult Srv&Operate Exp	$ 2,000.00
0000004922	12/6/2018	READ NATURALLY	0100	003	5800000	Prof/Consult Srv&Operate Exp	$ 273.38
0000004922	12/6/2018	READ NATURALLY	0100	112	5800000	Prof/Consult Srv&Operate Exp	$ 2,273.38
0000004923	12/6/2018	SCHOOL SPECIALTY, INC.	0100	500	4300000	Materials and Supplies	$ 58.27
0000004924	12/10/2018	JJJ ENTERPRISES CORPORATION	0100	700	5800000	Prof/Consult Srv&Operate Exp	$ 1,444.22
0000004925	12/10/2018	CUSTODIAN PURCH CARD	0100	001	5800000	Prof/Consult Srv&Operate Exp	$ 752.00
0000004926	12/10/2018	CUSTODIAN PURCH CARD	0100	112	5200001	Conference Expenses	$ 344.71
0000004927	12/10/2018	SAN DIEGO COUNTY - VECTOR	0100	112	5200001	Conference Expenses	$ 160.58
0000004928	12/11/2018	COSTCO	0100	110	4300000	Materials and Supplies	$ 1,050.00
0000004929	12/11/2018	ACADEMIC SUPPLIER	0100	700	4300000	Materials and Supplies	$ 51.02
0000004930	12/11/2018	ALPHA-AMERICAN PROGRAMMABLE	0100	020	4300000	Materials and Supplies	$ 484.55
0000004931	12/11/2018	AMAZON.COM	0100	002	4300000	Materials and Supplies	$ 242.38
0000004932	12/11/2018	KELLY PAPER COMPANY	0100	300	4300000	Materials and Supplies	$ 1,081.81
0000004933	12/11/2018	MIDAMERICA BOOKS	0100	004	4200001	Lost Library Books	$ 171.52
0000004934	12/13/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	001	5800000	Prof/Consult Srv&Operate Exp	$ 750.00
0000004935	12/13/2018	COOPERATIVE STRATEGIES, LLC *	2519	000	8681009	Ab2926 Fees	$ 9,156.00
0000004936	12/14/2018	ACADEMIC SUPPLIER	1300	010	4300000	Materials and Supplies	$ 133.61
0000004937	12/14/2018	ACADEMIC SUPPLIER	0100	002	4300000	Materials and Supplies	$ 17.24
0000004938	12/14/2018	AMAZON.COM	0100	220	4300000	Materials and Supplies	$ 667.89
0000004939	12/14/2018	BSN SPORTS	0100	020	5800000	Prof/Consult Srv&Operate Exp	$ 2,550.00
0000004940	12/14/2018	KELLY PAPER COMPANY	0100	700	4300000	Materials and Supplies	$ 1,081.81
0000004941	12/14/2018	OFFICE DEPOT	0100	500	4300000	Materials and Supplies	$ 57.37
0000004942	12/14/2018	SUPPLYMASTER, INC.	0100	700	4300000	Materials and Supplies	$ 265.07
0000004943	12/14/2018	SYN-TECH SYSTEMS, INC.	0100	030	5800000	Prof/Consult Srv&Operate Exp	$ 1,175.00
0000004944	12/14/2018	COOPERATIVE STRATEGIES, LLC *	4900	001	5800000	Prof/Consult Srv&Operate Exp	$ 21,164.00
0000004945	12/14/2018	CUSTODIAN PURCH CARD	0100	020	4300000	Materials and Supplies	$ 96.43
0000004946	12/14/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	311	5800000	Prof/Consult Srv&Operate Exp	$ 3,000.00
0000004947	12/17/2018	UNITED PARCEL SERVICE, INC	0100	003	5900000	Communications	$ 100.00
0000004948	12/17/2018	CUSTODIAN PURCH CARD	0100	611	4300000	Materials and Supplies	$ 493.36
0000004949	12/17/2018	ASE	0100	700	4300000	Materials and Supplies	$ 990.00

PO Board Report 12-06-18 - 01-03-19

PO No.	PO Date	Supplier	Fund	Site	Object	Description	Total
0000004950	12/17/2018	ACADEMIC SUPPLIER	0100	002	4300000	Materials and Supplies	$ 266.67
0000004951	12/17/2018	CRUISE PARTY RENTALS	0100	003	5600000	Rentl,Lease,Repair&Non-Cap Imp	$ 1,012.50
0000004952	12/17/2018	DIDAX INC.	0100	004	4300000	Materials and Supplies	$ 52.96
0000004953	12/17/2018	CUSTODIAN PURCH CARD	0100	110	5200001	Conference Expenses	$ 225.00
0000004953	12/17/2018	CUSTODIAN PURCH CARD	0100	411	5200001	Conference Expenses	$ 450.00
0000004954	12/17/2018	PEARSON ASSESSMENTS	0100	004	4300000	Materials and Supplies	$ 1,025.25
0000004955	12/19/2018	CIF-SAN DIEGO SECTION	0100	700	5800000	Prof/Consult Srv&Operate Exp	$ 50.00
0000004956	12/19/2018	COUNTY OF SAN DIEGO DEPT. OF	0100	700	5800000	Prof/Consult Srv&Operate Exp	$ 937.00
0000004957	12/19/2018	CUSTODIAN PURCH CARD	0100	111	5200001	Conference Expenses	$ 635.00
0000004958	12/19/2018	MARGARITA OFFICIALS ASSOC	0100	700	5800710	Athletic Officials	$ 2,104.00
0000004959	12/19/2018	QUIZLET, INC.	0100	112	5800000	Prof/Consult Srv&Operate Exp	$ 57.58
0000004960	12/19/2018	VALLEY CENTER MATERIALS	0100	020	4300000	Materials and Supplies	$ 2,000.00
0000004961	12/19/2018	AMAZON.COM	0100	112	4300000	Materials and Supplies	$ 286.76
0000004962	12/19/2018	BRITTAIN, LAUREL	0100	112	5100000	Subagreements For Services	$ 3,000.00
0000004963	12/19/2018	CIF-SAN DIEGO SECTION	0100	700	5800710	Athletic Officials	$ 300.00
0000004964	12/19/2018	CURRICULUM ASSOCIATES, LLC.	0100	112	4300000	Materials and Supplies	$ 223.94
0000004965	12/19/2018	GROUPLINK	0100	040	5800000	Prof/Consult Srv&Operate Exp	$ 2,743.00
0000004966	12/19/2018	PEARSON CLINICAL	0100	112	4300000	Materials and Supplies	$ 107.19
0000004967	12/19/2018	PEARSON CLINICAL	0100	112	4300000	Materials and Supplies	$ 291.66
0000004968	12/19/2018	WESTERN PSYCHOLOGICAL SERVICES	0100	112	4300000	Materials and Supplies	$ 469.83
0000004969	12/19/2018	OFFICE DEPOT	0100	300	4300000	Materials and Supplies	$ 150.75
0000004970	12/19/2018	ERIK INDUSTRIES	0100	020	5600000	Rentl,Lease,Repair&Non-Cap Imp	$ 2,866.04
0000004971	12/20/2018	A1 STOP ELECTRIC, INC.	0100	700	5600000	Rentl,Lease,Repair&Non-Cap Imp	$ 2,850.00
0000004972	12/20/2018	TONY LOPEZ CONSTRUCTION, INC.	0100	004	5600000	Rentl,Lease,Repair&Non-Cap Imp	$ 2,800.00
0000004973	12/21/2018	SAN JOAQUIN COE	0100	112	5800000	Prof/Consult Srv&Operate Exp	$ 446.25
0000004974	12/21/2018	SAN MARCOS UNIFIED SCHOOL	0100	112	5100000	Subagreements For Services	$ 6,678.07
0000004975	12/21/2018	SCHOOL STEPS, INC.	0100	112	5800000	Prof/Consult Srv&Operate Exp	$ 42,000.00
0000004976	12/21/2018	MACNEIL, CHRISTINE	0100	300	4300000	Materials and Supplies	$ 24.89
0000004977	12/21/2018	VIC'S GARAGE INC	0100	020	5600000	Rentl,Lease,Repair&Non-Cap Imp	$ 115.00
0000004978	12/27/2018	CHEM-MARK OF SAN DIEGO	1300	010	4300000	Materials and Supplies	$ 600.00
0000004979	12/28/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	000	5800000	Prof/Consult Srv&Operate Exp	$ 6,000.00
0000004979	12/28/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	000	5800000	Prof/Consult Srv&Operate Exp	$ 6,000.00

PO Board Report 12-06-18 - 01-03-19

PO No.	PO Date	Supplier	Fund	Site	Object	Description	Total
0000004979	12/28/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	000	5800000	Prof/Consult Srv&Operate Exp	$ 12,000.00
0000004980	12/28/2018	DAWN SIGN PRESS	0100	700	4300000	Materials and Supplies	$ 3,302.91
0000004981	1/2/2019	CUSTODIAN PURCH CARD	0100	700	5200001	Conference Expenses	$ 365.90
0000004982	1/3/2019	DEPT. TOXIC SUBSTANCES CONTROL	0100	700	5800000	Prof/Consult Srv&Operate Exp	$ 225.00
0000004983	1/3/2019	PITNEY BOWES CREDIT CORP	0100	001	5800000	Prof/Consult Srv&Operate Exp	$ 363.00
						total *	$ 156,061.75

Routine Action Items – Agreements and Contracts

January 10, 2019

G4a. **Royal Lines Charters, LLC** – Charter bus for use at VCHS Grad Night. This vendor outside of approved list of charter bus vendors. All charters on the approved list were unavailable for this event but they were given first right of refusal for this trip.

G4b. Verbal Behavior Associates – Ratify contract for special education agency. Cost: $2,400 per verbal assessment.

G4c. K.I.D.S Therapy Associates– Assessments for physical therapy. Cost: $72 per hour.

G4

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MEETING DATE: January 10, 2019

TO: **MEMBERS OF THE BOARD**

FROM: **Ron McCowan, Superintendent**

SUBJECT: **Approve Overnight/Out of County Field Trips**

- ☒ **Action**
- ☐ **First Reading**
- ☐ **Information**
- ☐ **Presentation**
- ☐ **Public Hearing**

None at this time

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MEETING DATE: January 10, 2019

TO: MEMBERS OF THE BOARD

FROM: Ron McCowan, Superintendent

SUBJECT: Approve Out of State Conferences

- ☒ **Action**
- ☐ **First Reading**
- ☐ **Information**
- ☐ **Presentation**
- ☐ **Public Hearing**

None at this time

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MEETING DATE: January 10, 2019

TO: MEMBERS OF THE BOARD

FROM: Ron McCowan, Superintendent

SUBJECT: Approve Board Member Conferences

- ☒ **Action**
- ☐ **First Reading**
- ☐ **Information**
- ☐ **Presentation**
- ☐ **Public Hearing**

Superintendent's Symposium
Monterey CA
January 29th & 30th
Ron McCowan to attend

Certificated Personnel - January 2019

Employment of Certificated Employees

#	Last Name	First Name	Site	Position	Salary Range / Step	Effective Date of Hire	Replacement For	Reason
1	Leon	Araceli	Primary	Teacher	V/1	1/7/19	Vasion	Retirement
2	Finch	Thomas	Pauma/Lilac/VCES	Teacher	I/7	1/7/19	Tordahl	Resignation

Changes to Existing Certificated Employees

#	Last Name	First Name	Site	Change	Previous Position	New Position		Effective Date
1								

Leave of Absence Certificated

#	Last Name	First Name	Work Site	Position	Leave of Absence Period

Retirement/Resignation of Certificated Employees

#	Last Name	First Name	Work Site	Position	Number of years in District	Effective Date of Resignation
1						

Certificated Reductions in Temporary Positions

#	Last Name	First Name	Work Site	Position	Effective Date
1					

Employment of Substitute Teachers

#	Last Name	First Name	Position	Rate of Pay	Effective Date of Hire
1	Matson	Colleen	Substitute Teacher	$125 per day/$140 LT	12/14/18
2	Lockhart	Patricia	Substitute Teacher	$125 per day/$140 LT	1/7/19

Classified / Non-Classified Personnel - January 2019

Employment of Classified / Non-Classified Employees

#	Last Name	First Name	Site	Position	Work Calendar	Hours	Salary Range	Effective Date of Hire
1	Gonzalez	Annaly	Primary School	Instructional Assistant, Special Education	SY	3	17	12/14/18
2	Mondragon	Aracely	VCHS	Special Circumstances Instructional Assistant (SCIA)	SY	3.55	18	1/8/19

Retirement of Classified Employees

#	Last Name	First Name	Work Site	Position	Number of years in District	Effective Date of Resignation (Last Day of Work)
1						

Resignation/Separation of Classified / Non-Classified Employees

#	Last Name	First Name	Work Site	Position	Number of years in District	Effective Date of Resignation/ Separation (Last Day of Work)
1	Guzman	Rudolph	District Office	Accounting Specialist	<1	12/31/18

39 Month Rehire List Classified

#	Last Name	First Name	Work Site	Position	39-Month Rehire Period
1					

Leave of Absence Classified

#	Last Name	First Name	Work Site	Position	Leave of Absence Period
1	Nolan	Elizabeth	Pauma	Instructional Assistant, Special Education and Duty Supervisor	1/7/19 - 4/12/19 (in support of classified to certificated education grant)

Changes to Existing Classified / Non-Classified Employees

#	Last Name	First Name	Site	Change	Previous Position	New Position	Effective Date
1	Paz	Jessica	VCMS	Pauma	Instructional Assistant, Special Education	Instructional Assistant, Special Education	1/7/19
2	Mandap	Sherill	VCES	VCES	Instructional Assistant, Special Education	Special Circumstance Instructional Assistant (SCIA)	1/7/19

Employment of Classified Substitutes

#	Last Name	First Name	Position	Rate of Pay	Effective Date of Hire
1					

Termination of Classified / Non-Classified Employees

#	Employee ID #	Work Site	Position	Time with District	Effective Date of Termination
1					

2018-19 Enrollment Report

Comprehensive Schools	**9/5/18**	**9/13/18**	**9/14/18**	**10/12/18**	**11/9/18**	**12/7/18**	**1/4/19**	**2/1/19**	**3/1/19**	**3/29/19**	**4/26/19**	**5/24/19**	**6/12/19**
Lilac School	492	491	490	492	489	487	487						
Valley Center Primary	533	535	535	537	535	532	533						
Valley Center Elementary	513	513	513	515	514	510	507						
Pauma School	225	225	223	222	227	223	224						
Valley Center Middle School	980	986	984	975	966	963	965						
Valley Center High School	1177	1173	1176	1161	1148	1,140	1,129						
Comprehensive Schools Enrollment	**3920**	**3923**	**3921**	**3902**	**3879**	**3855**	**3845**	**0**	**0**	**0**	**0**	**0**	**0**
Alternative Schools													
Oak Glen High School	55	59	59	70	68	64	70						
Valley Center Prep School	52	54	55	51	65	72	71						
Non-Public Schools (September Updated)	8	8	8	11	11	12	12						
Alternative Schools Enrollment	**115**	**121**	**122**	**132**	**144**	**148**	**153**	**0**	**0**	**0**	**0**	**0**	**0**
Total Enrollment	**4035**	**4044**	**4043**	**4034**	**4023**	**4003**	**3998**	**0**	**0**	**0**	**0**	**0**	**0**
Total YTD Attendance Percentage	**N/A**	**N/A**	**96.20%**	**95.47%**	**95.09%**	**94.67%**	**94.47%**						

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: January 10, 2019

TO: **MEMBERS OF THE BOARD**

FROM: **Olivia Leschick, Administrator of Special Projects**

SUBJECT: **Williams Legislation Quarterly Report For October – December 2018**

☐ **Action**

☐ **First Reading**

☒ **Information**

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: Williams vs. the State of California was a lawsuit alleging that the state of California lacked instructional materials & basic resources, unsafe facilities, had inadequate instruction by the misassignment of a teacher or not notified about intensive instruction and services. The resulting legislation resulted in numerous new requirements that included a quarterly report on any complaints received by the school district and an annual site visit conducted by the San Diego County Office of Education.

REPORT/PROPOSAL: No complaints received this quarter.

FINANCIAL IMPACT: Non-applicable

RECOMMENDATION: Information Only

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: January 10, 2019

TO: MEMBERS OF THE BOARD

FROM: Olivia Leschick, Administrator of Special Projects

SUBJECT: Title VI Grant for 2019-20

- ☒ **Action**
- ☐ **First Reading**
- ☐ **Information**
- ☐ **Presentation**
- ☐ **Public Hearing**

BACKGROUND INFORMATION: Educational Federal Grant for Indian Students, K-12th grade.

REPORT/PROPOSAL: The Title VI formally known as Title VII Grant (change due to ESSA) is a federally funded Indian Education Program that the district has had for approximately 29 years. The district is required to submit a continuation application annually. The current program provides K-12th grade educational services and funds five part-time Indian Education Tutors and part-time certificated employees. Title VI employees provide supplemental instructional services to the district's Indian student population. This year's allocation is $118,727. We anticipate approximately the same funding for next year. As required by federal guidelines, on January 8th, a public hearing is scheduled to include input from the Title VI Parent Advisory, community members, and Tribal Indian Education representatives from our local reservations for the Title VI program for 2018-19. The grant requires School Board approval and the Title VI Parent Advisory approval for the final submission of the continuation application**.** The grant is a two-step on-line process with the first to step to initiate applying for the 2019-20 grant cycle in the winter. The second on-line application step is to provide the program information by May/June 2019.

FINANCIAL IMPACT: Approval of the application provides funding for 5 part-time tutors and part-time certificated employees and provides a grant approximately in the estimated amount of $118,727.

RECOMMENDATION: It is recommended that the School Board approve the Title VI Continuation Grant application for 2019-20.

MEMORANDUM
OF
UNDERSTANDING
Between the
VALLEY CENTER PREP
(School District)
And the

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

Regarding
DATA SHARING SERVICES FOR NATIONAL STUDENT CLEARNINGHOUSE

This **Memorandum of Understanding ("MOU")** is entered into this **9th day of November, 2018**, by and between the SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS ("SDCOE"), and the VALLEY CENTER PREP ("LEA" and collectively, "Parties").

WHEREAS, the Parties wish to protect the privacy of pupil records, and to comply with any applicable privacy statutes, including FERPA, AB 1584 and SOPIPA; and

WHEREAS, the purpose of this MOU is to set forth the rights and responsibilities of SDCOE and LEA with respect to data collected or retained by the LEA and/or by SDCOE.

IT IS UNDERSTOOD AND AGREED TO AS FOLLOWS:

Rationale:

The LEA and the SDCOE agree that in a global economy, students who are well-prepared to compete for high-skill jobs will more likely enjoy a higher standard of living. These students will also help produce a higher standard of living for San Diego County citizens. The LEA and SDCOE agree to collaborate in order to maximize student preparation for college and career during the K-12 experience. In order to accurately track the progress of San Diego County high school graduates' success in post-secondary education and to be able to adjust programs and services to maximize student success in such institutes, we agree to the following memorandum of understanding regarding the use of StudentTracker, a tool developed by the National Student Clearinghouse.

The SDCOE agrees to provide the LEA, at no cost, full access and use of the StudentTracker developed by the National Student Clearinghouse for each of its comprehensive, continuation, and charter high school within the county.

The LEA agrees to the following:

- **I.** To submit accurate, updated data for each of its high schools annually and periodically (when appropriate) to StudentTracker according to StudentTracker guidelines for submission to the National Student Clearinghouse
- **II.** To submit the data according to timelines specified by SDCOE.
- **III.** To submit the data using the file layout from the National Clearinghouse.
- **IV.** To follow the file encryption procedure set up by SDCOE to protect the confidentiality of the data.
- **V.** To permit access to StudentTracker electronic data files to SDCOE employees.
- **VI.** To permit SDCOE to use StudentTracker data to complete related educational research, wherein timely, prior notification is given to the LEA.
- **VII.** To permit SDCOE to share research with various stakeholders.
- **VIII.** To identify a StudentTracker contact person within the LEA to facilitate communication between the LEA and the SDCOE**.**

The SDCOE Agrees to the following:

- **I.** To pay the subscription fee related to the use of StudentTracker by the LEA and SDCOE.
- **II.** To use StudentTracker data to complete educational research to maximize services to students to maximize students success.
- **III.** To provide notification to LEAs when sharing research with any stakeholder.
- **IV.** To allow sharing of electronic data files with SDCOE partners upon permission of each LEA designee.
- **V.** To identify a lead person at SDCOE to communicate with the LEA's designated contact person.

IT IS FURTHER AGREED TO AS FOLLOWS:

1. Applicable Law: The sharing of Data under this MOU will from time to time include the collection and maintenance by the SDCOE of educational records that contain personally identifiable information on students and/or staff of the LEA. SDCOE is bound by the same regulations and laws for access and management of this Data, and will conform to all legal requirements. SDCOE and the LEA agree that the disclosure of information under this MOU complies with the requirements of Education Code sections 49076 and 49076.5, as amended by AB 733 and A B 1584 , the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99, as amended), Health Insurance Portability and Accountability Act of 1996 ("HIPPA"), Student Online Personal Information Protection Act ("SOPIPA")(California Business and Professions Code section 22584), and other state and federal laws andregulations regarding educational records).

   Both Parties understand that certain federal and state programs and laws, including the free and reduced lunch program and laws governing the provision of special education services, have additional legal requirements for data security, and both Parties agree to maintain full compliance with such requirements. Without limitation to the foregoing, SDCOE and the LEA additionally agree that aggregated (non-individually identifiable) data may be reported upon or shared as allowable by law.

2. Ownership of Data: SDCOE and the LEA agree that the LEA will continue to maintain ownership of its source data. SDCOE agrees that it will not alter the LEA's source data without explicit authorization from the LEA, and is not responsible for any errors therein. SDCOE shall not be responsible for the type or quality of the data provided by the LEA, and SDCOE makes no warranty as to the Data itself. The LEA understands that though SDCOE may notify it of

issues it discovers with the source data, the LEA is responsible for any corrections required to its own data or will authorize SDCOE to make explicit change(s). The LEA acknowledges that accurate reports rely upon accurate source data being maintained by the LEA. Each party owns or controls its data systems and the work product generated by such systems.

3. Prohibited Use of Data: Except as otherwise permitted by the terms of this Agreement, SDCOE shall not use the data supplied to it in an unauthorized manner. Specifically, SDCOE shall not sell or release student data, nor enable or permit third parties to engage in targeted advertising to students or to build student profiles unrelated to the purposes contemplated by this Agreement.

4. Third Party Vendors: SDCOE may have contracts with third parties to help SDCOE maintain the SDCOE data system ("SDCOE Contractors"). SDCOE may not distribute Student and/or Staff Data to any SDCOE Contractors without the LEA's written consent or as permitted by the Agreement, unless required by law. SDCOE shall ensure that approved subcontractors adhere to all of the provisions of this MOU. SDCOE will help ensure that any subcontractor or sub-processor that it engages, to process store or access Student Data, has adequate technical security and organizational measure in place to keep Student and/or Staff Data secure and to comply with the terms of this MOU.

5. Data Security: Both Parties agree to maintain appropriate security protocols in the transfer or transmission of any data, including ensuring that data may only be viewed or accessed by Parties legally allowed to do so. SDCOE shall maintain all data obtained or generated pursuant to theAgreement in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to this Agreement except as necessary to fulfill the purpose of data requests by the LEA. SDCOE shall provide annual security training to those of its employees, who operate or have access to the system. SDCOE shall provide the LEA withcontact information for the person at SDCOE who the LEA may contact if the LEA hassecurity concerns or questions. Where applicable, SDCOE will require unique accountidentifiers, user names and passwords that must be entered each time a client or user signs in.

6. Data Breach Notification: Upon becoming aware of any unlawful or unauthorized access to Student and/or Staff Data stored on Equipment used by SDCOE or in facilities used by SDCOE, SDCOE will take the following measures:

   6.(i) Promptly notify the LEA of the suspected or actual incident, including the type of data subject to the unauthorized access.

   6.(ii) Promptly investigate the incident and provide the LEA with detailed information regarding the incident, including the identity of the affected users, and the estimated date of the breach.

   6.(iii) Assist the LEA in notifying either the student or their legal guardian, and take commercially reasonable steps to mitigate the effects and to minimize any damages resulting from the incident,

7. Outside Agencies:

   7.(i) SDCOE may be required by subpoena or other lawfully issued order to divulge student data to law enforcement or other reviewing agency. When permitted by the requesting agency, SDCOE shall provide the LEA with notice of the request and types of information requested. Both SDCOE and the LEA have periodic needs to share student data, as legally allowed, with public agencies (including the California Department of Education) needing access to such data to provide services to students. SDCOE and the LEA understand that the sharing of data for use in such systems will greatly streamline the process of getting important services to students. Foster Youth data is an example

requiring production of, access to, and sharing of data on behalf of the SAN DIEGO County courts and other public agencies to provide intervention services. Education Code sections 49076 and 49076.5, as amended, provide specific legal conditions under which data may be accessed by or shared with public agencies.

7.(ii) SDCOE agrees that no data will be made accessible to any such agency for any purpose other than those limited to the data required and relevant to the program's services, and only under conditions allowed by law.

7.(iii) Additionally, the LEA and SDCOE may have the periodic needs to share data, as legally allowed, with university researchers for academic purposes to allow university researchers to collaborate with the LEA and SDCOE or to perform relevant research studies. SDCOE shall notify the LEA in writing of the following: (1) The identity of the researchers of organizations to whom the data will be transmitted; (2) Provide contracts when requested, which shall include provisions binding the researcher to the terms of this MOU; and (3) the types of data to be transmitted; and (4) the manner in which the data shall be de-identified or aggregated.

8. Independent Contractors: Both Parties may engage the services of outside professionals in the course of administration, development or technical support of data systems. Any such professionals will be bound at all times by the same confidentiality and security requirements which are applicable to any data within the Parties' systems, and by state and federal law governing such access.

9. Indemnification/Liability: SDCOE and the LEA agree to mutually indemnify against claims against their respective agencies as a result of any or all actions, claims, damages and losses, including attorney's fees that may arise out of or in any way result from the negligent or intentional acts, errors or omissions of the other party. The Parties further agree that each shall not be held liable for any special, consequential, indirect or incidental damages incurred as a result of this agreement. SDCOE shall be held harmless for any claims or lawsuits arising out of the release of information pursuant to a request by the LEA that is in conformity with the procedures set forth in this MOU. The LEA specific assignments pursuant to an Attachment to this MOU may be subject to specific indemnification clauses contained within the attachments to this MOU.

10. Severability: If any provision of this MOU is determined by a court to be invalid, unenforceable or otherwise ineffective, that provision shall be severed from the rest of this Agreement, and the remaining provisions shall remain in effect and enforceable.

11. Term of the Agreement: This MOU may be periodically or annually updated to incorporate changes if required upon mutual agreement of the Parties. LEA understands that this agreement is part of an effort to standardize data sharing and management between SDCOE and all districts it serves, and as such, every effort will be made to maintain a common agreement across all agencies. Notwithstanding the foregoing, this MOU shall terminate five (5) years after the effective date above.

12. Termination: Either Party may terminate this MOU upon ninety (90) days' written notice. SDCOE certifies that Student Data shall not be retained or available to SDCOE upon expiration of the term of this MOU. SDCOE shall work with LEA for the orderly transfer and disposition of Student Data. SDCOE shall also destroy or return to the LEA all Student Data obtained, pursuant to this MOU when such Student Data are no longer required for the MOU, or within a reasonable time. SDCOE may retain a specific pupil's Data in the event that the pupil chooses to establish or maintain an account with the SDCOE for the purpose of storing pupil-generated content, either by retaining possession and control of their own pupil-generated content, or by transferring pupil- generated content to a personal account.

13. Dispute Resolution: In the event of a dispute between any party to this MOU, the parties shall attempt to resolve their disputes informally, in discussions involving the decision-makers for each of the parties. If these discussions are not successful, the parties shall retain a mediator to resolve the dispute with the mediation to be held within 90 days of the date the dispute arises. If mediation is not successful, either party shall have the right to bring the dispute before the SAN DIEGO County Superior Court.

IN WITNESS WHEREOF, the Parties agree to this Memorandum of Understanding to be executed by their duly authorized officers in the County of SAN DIEGO, State of California.

San Diego County Superintendent of Schools
6401 Linda Vista Road
San Diego, CA 92111

Signed _____
Authorized Signature

Michael Simonson
Printed name

Assistant Superintendent, Business Services
Title

Date _____

VALLEY CENTER PREP
287 Cole Grade Road
Valley Center , CA 92082

Signed _____
Authorized Signature

_____
Printed name

_____
Title

Date _____

ATTACHMENT A

VALLEY CENTER PREP

SCHOOL LIST TO PARTICIPATE WITH NATIONAL STUDENT CLEARINGHOUSE

County	District	School	ACT Code	Enrollment
San Diego	Valley Center-Pauma Unified	VALLEY CENTER PREP	53695	1140

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: January 10, 2019

TO: **MEMBERS OF THE BOARD**

FROM: **Olivia Leschick, Administrator of Special Projects**

SUBJECT: **Annual Review of Program Effectiveness and Publication and Posting of School Accountability Report Cards (SARC) for Primary, VC Elementary, (Lilac, Pauma, Middle, VC High, Oak Glen and VC Prep**

☒ **Action**

☐ **First Reading**

☐ **Information**

☐ **Presentation**

BACKGROUND INFORMATION: In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with funding. In return, all public schools in California are required annually to prepare SARCs and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals and provide an annual review of program effectiveness. SARCS are posted on school websites.

REPORT/PROPOSAL: Annually the SARCs are updated and published by the school district for all the K-12th grade school sites**.** The information provided in the SARCS is a compilation of the school's prior year individual school's academic achievement, curriculum, facility inspections, staffing, school finances, school plans, instructional planning, scheduling and accountability measures in accordance to the state requirements. All of the School Site Principals review the SARCs with their school site councils and perform an annual review of program effectiveness with their SSC members at the December or January council meeting. Copies of SARCs and reviews are available at the district office and at the school sites and will be posted on the school website for public viewing as required by the state guidelines by February 1st. If you have any questions please feel free to contact the district office.

FINANCIAL IMPACT: N/A

RECOMMENDATION: It is recommended the Board conduct its annual review of program effectiveness and approve publication/web posting of the SARCs for all K-12th grade schools in the Valley Center-Pauma Unified School District (Primary, VC Elementary, Lilac, Pauma, Middle, VC High, Oak Glen and VC Prep).

Valley Center Primary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jameson Rienick, Principal

Principal, Valley Center Primary

About Our School

My name is Jameson Rienick and it is an honor to serve as principal of the Valley Center Primary School working with outstanding and dedicated educators. The Primary School is a TK-Second grade school in which early childhood development and strong academic achievement is a focus. Valley Center Primary School is a high performing school with a dedicated staff who believe that all students can learn. I am committed to working together with the Valley Center community to continue serving our children by providing an equitable and quality education that will allow them to achieve academic success. We are very fortunate at the Valley Center Primary School to have wonderful and intelligent students, a staff committed to the success of every student, and strong support from parents and the community. In order to ensure academic excellence for every student, I will be supportig our professional learning community. As a community of professional educator.

Principal's Comment

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In order to ensure academic excellence for every student, I will be supportig our professional learning community. As a community of professional educator

Contact

Valley Center Primary
14249 Fruitvale Rd.
Valley Center, CA 92082-5907

Phone: 760-749-8282
E-mail: rienick.ja@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	https://vcps.vcpusd.org/

School Contact Information (School Year 2018—19)	
School Name	Valley Center Primary
Street	14249 Fruitvale Rd.
City, State, Zip	Valley Center, Ca, 92082-5907
Phone Number	760-749-8282
Principal	Jameson Rienick, Principal
E-mail Address	rienick.ja@vcpusd.org
Web Site	https://vcps.vcpusd.org/
County-District-School (CDS) Code	37756146106124

Last updated: 12/19/2018

School Description and Mission Statement (School Year 2018—19)

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 has grown to approximately 530 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.

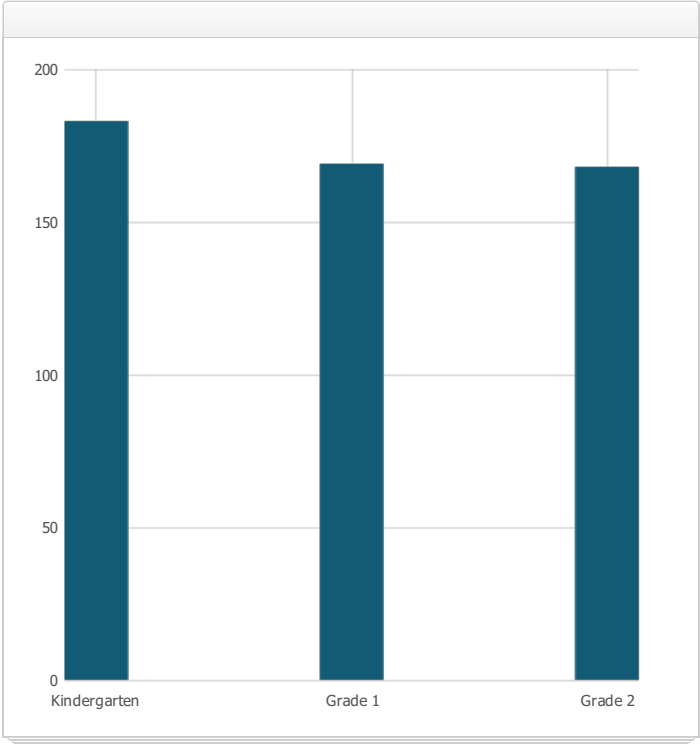
We value our diverse population of learners (9.20 % American Indian, 50.20% Hispanic/Latino, 35% White) 35% English Language Learners, and offer a range of instructional programs such as our dual language program that allows students to learn English and Spanish starting in Kindergarten. Presently assigned to the Primary School are 26 regular education classroom teachers, an English speech therapist, a Spanish speech therapist, a resource class teacher, a school psychologist, a part time school counselor, an instructional coach, two 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 Second Step 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!

Last updated: 12/20/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	183
Grade 1	169
Grade 2	168
Total Enrollment	520



Last updated: 12/19/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	8.3 %
Asian	0.4 %
Filipino	%
Hispanic or Latino	55.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	29.0 %
Two or More Races	6.0 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.9 %
English Learners	38.1 %
Students with Disabilities	11.9 %
Foster Youth	0.8 %

A. Conditions of Learning

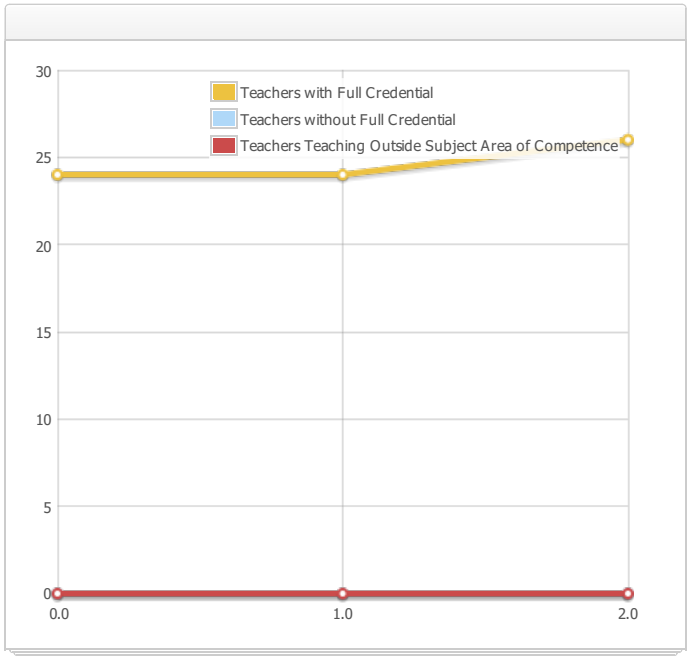
State Priority: Basic

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

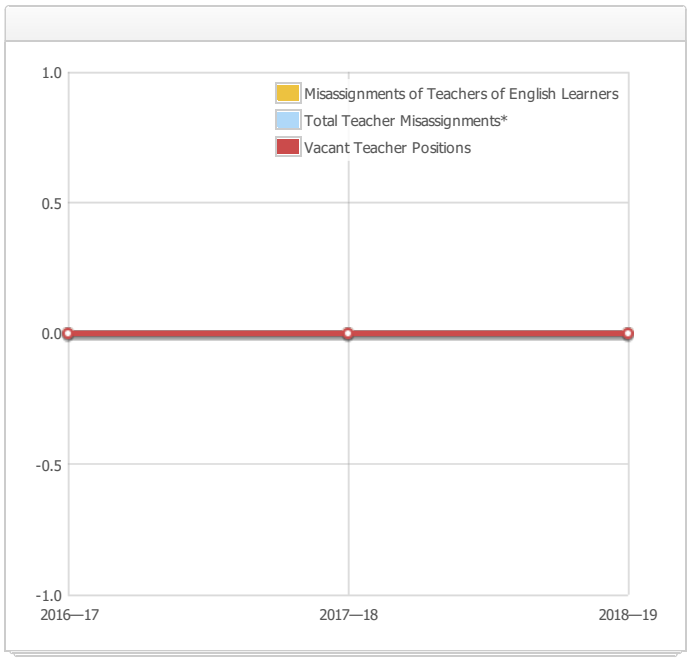
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	24	26	197
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/20/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts Grades K-6 Advanced, published by Benchmark Education, (Spring 2017) Adelante, published by Benchmark Education, (Spring 2017)	Yes	0.0 %
Mathematics	Mathematics Grades K-8 "Eureka Mathematics", published by Great Minds, (Spring 2018)	Yes	0.0 %
Science	Science Grades K-6 "California Science", published by MacMillan-McGraw-Hill - (June 2007)	Yes	0.0 %
History-Social Science	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 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

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 Publis 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.

Last updated: 12/20/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

Last updated: 12/19/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/19/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/19/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/19/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/18/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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

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.

Last updated: 12/19/2018

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 2018—19)

- The school enjoys the active support of its parents and community members and the Teacher Parent Club 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 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.

State Priority: Pupil Engagement

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

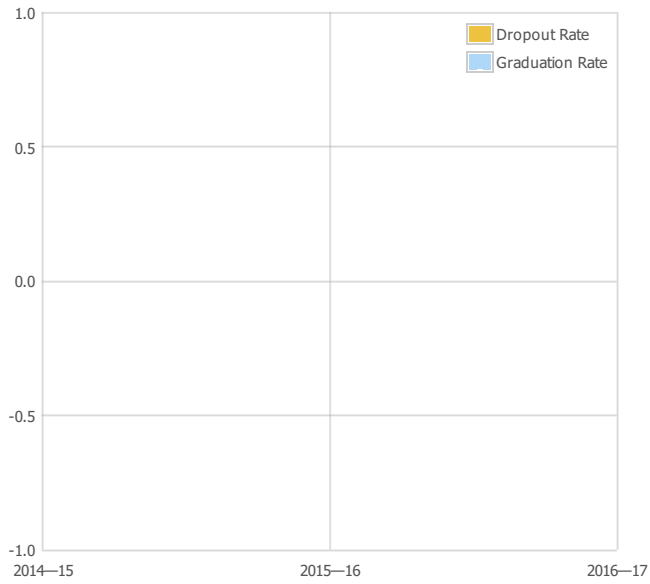
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	0.3%	1.4%	10.7%	9.7%
Graduation Rate	--	--	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.2%	9.1%
Graduation Rate	--	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/18/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

State Priority: School Climate

Last updated: 12/18/2018

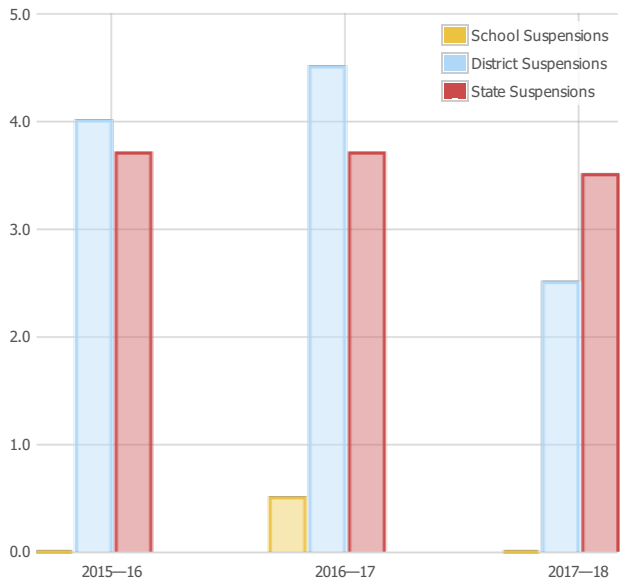
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

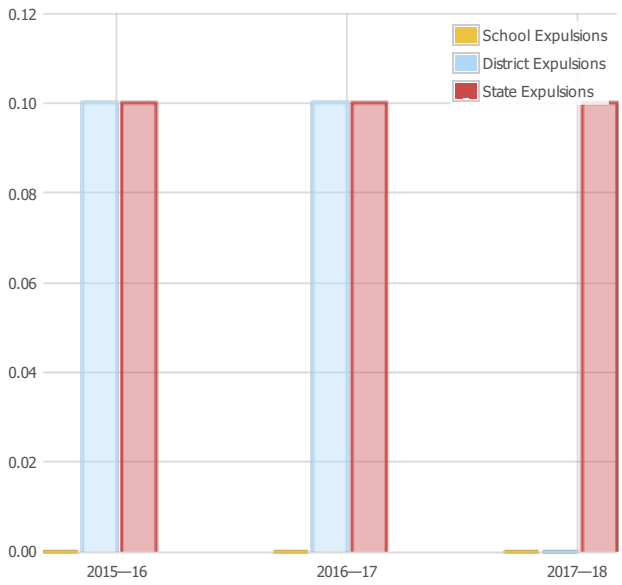
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.5%	0.0%	4.0%	4.5%	2.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/20/2018

School Safety Plan (School Year 2018—19)

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 presented the School Safety Plan to the Valley Center Primary School Site Council on November 2018. 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 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 learning in 2019 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.

Last updated: 12/20/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	8	
1	20.0	2	5	
2	21.0	2	7	
3				
4				
5				
6				
Other**	10.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	8	
1	24.0		6	
2	19.0	1	7	
3				
4				
5				
6				
Other**	12.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	2	7	
1	24.0		6	
2	23.0		7	
3				
4				
5				
6				
Other**	15.0	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.

Last updated: 12/20/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 12/20/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 12/20/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10026.0	$1616.0	$8410.0	$90343.0
District	N/A	N/A	--	$82055.0
Percent Difference – School Site and District	N/A	N/A	200.0%	12.2%
State	N/A	N/A	$6574.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	24.5%	25.9%

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

Last updated: 12/20/2018

Types of Services Funded (Fiscal Year 2017—18)

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 all support our most struggling students in the area of reading on a daily basis.

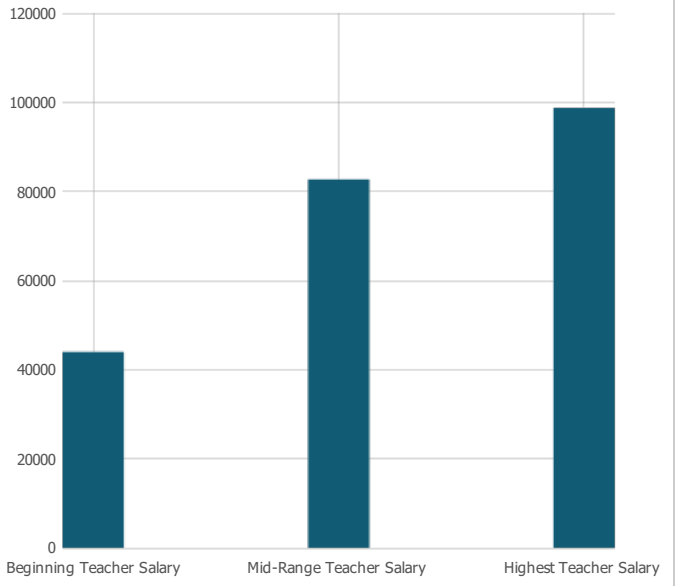
Last updated: 12/19/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

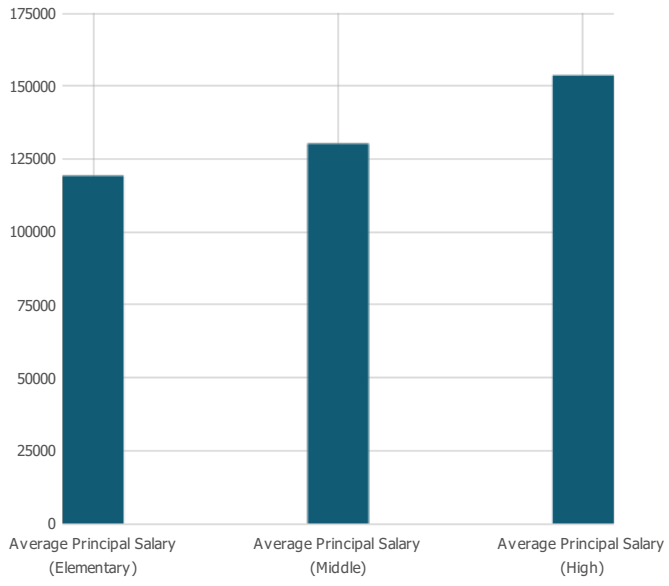
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/19/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/19/2018

Professional Development

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 to their grade level or specialty.

Last updated: 12/20/2018

Valley Center Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Stephanie McEntire, Administrator

Principal, Valley Center Elementary

About Our School

Valley Center Elementary school, home of the Roadrunners, serves students in grades third through fifth. We believe in putting students first and that kindness matters for all. We strive to create a student-centered culture in which students are academically, socially, and physically fit. Professional Learning Commuinities and a culture of collaboration are at the heart of our instructional practices. We strive to maintain strong ties with our community in order to best serve our students..

Contact

Valley Center Elementary
28751 Cole Grade Rd.
Valley Center, CA 92082-6575

Phone: 760-749-1631
E-mail: mcentire.st@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
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
E-mail Address	mcentire.st@vcpusd.org
Web Site	http://vceus.vcpusd.net/
County-District-School (CDS) Code	37756146112494

Last updated: 12/17/2018

School Description and Mission Statement (School Year 2018—19)

Similar to our sister feeder school, the Elementary School has had a diverse history of serving multiple grade levels. With the close geographic proximity of the three neighboring schools, it became the best solution for addressing geographical boundaries. Our school was reconfigured in 2008-2009 to a school with grades 3rd to 5th. Such a reconfiguration has allowed us to better concentrate our academic instructional programs and our social environment on less of a span of student age levels to better meet student needs.

Our school is committed to the philosophy that children have the right to learn and live in a meaningful and secure environment, where students, staff and parents consciously demonstrate respect and support for each other at all times. Students at the Elementary School are inspired to achieve to their individual personal best and are recognized for their efforts.

We are the Home of the College Bound Roadrunners … just as Roadrunners are Pathfinders, our Roadrunner students are also Pathfinders … guided by a team of educators dedicated to helping our students realize their individual paths to success!

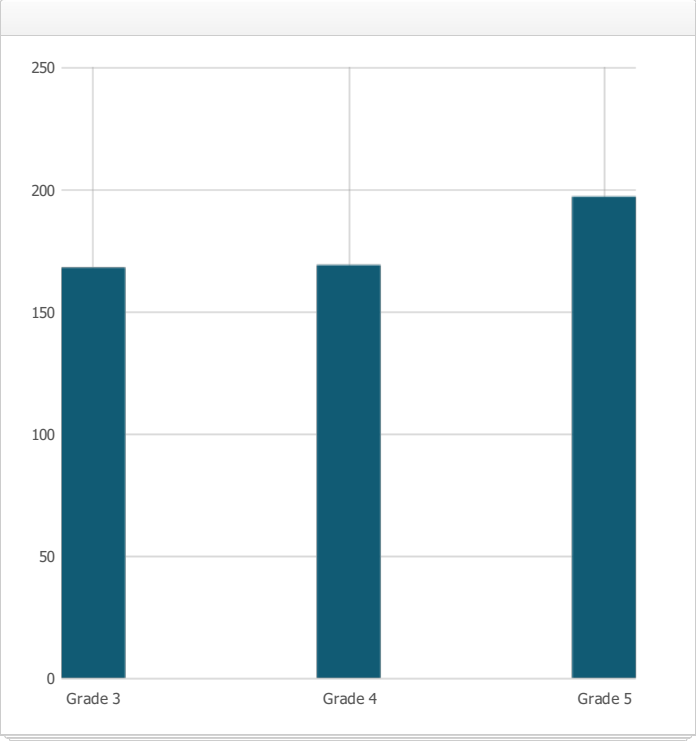
The partnership between home and school is the cornerstone to a quality education. Our successful parent involvement is exemplified by comprehensive parent participation in all school events, parents working as classroom volunteers, as well as an active Teacher Parent Club (TPC), School Site Council, and other parent advisory committees. In addition, community groups regularly utilize our facilities, which truly makes this site a community center. By working cooperatively, we ensure our students are successful. Together we have created a remarkable school that is valued by the entire school community. It is because of the talent and commitment of our complete school community, that our school has earned its reputation as an outstanding educational institution.

It is the mission of our school to ensure all students can meet or exceed the yearly exit standards. Everyone involved at Valley Center Elementary School believe that the academic potential of each student is tremendous. We know that one of the greatest predictors of life success is educational success. Therefore, we are committed to creating a school that knows no limits to the academic success of each student. Valley Center Elementary School maintains high standards for academic, citizenship, social, and physical development.

Last updated: 12/19/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 3	168
Grade 4	169
Grade 5	197
Total Enrollment	534



Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	7.9 %
Asian	0.9 %
Filipino	0.2 %
Hispanic or Latino	53.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	30.1 %
Two or More Races	6.6 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.4 %
English Learners	33.1 %
Students with Disabilities	15.0 %
Foster Youth	%

A. Conditions of Learning

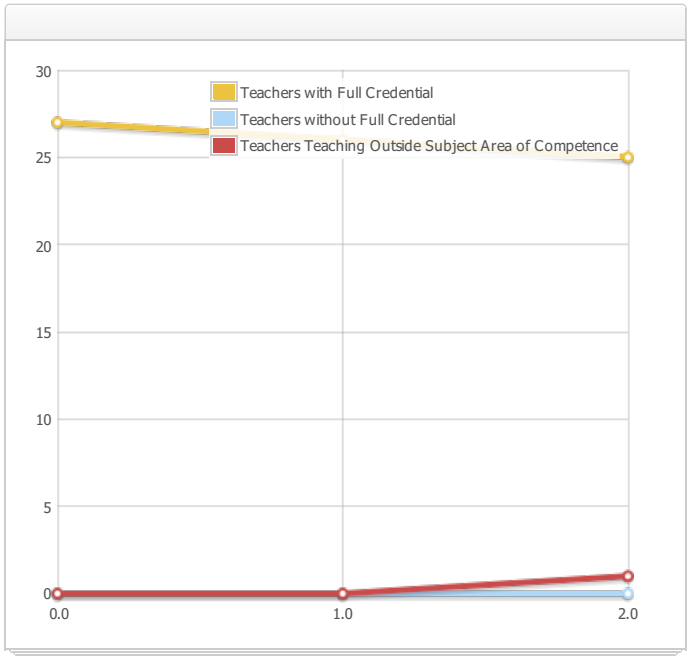
State Priority: Basic

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

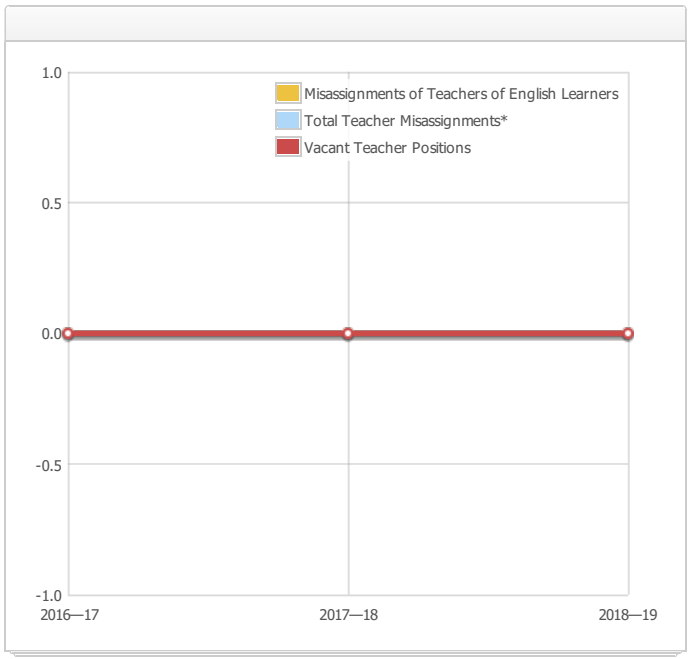
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	26	25	202
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	0



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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 %
Foreign Language	NA		0.0 %
Health	"Health and Wellness: California", Published by MacMillian and Mc Graw Hill	Yes	0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

School Facility Conditions and Planned Improvements

Our most recent inspection resulted in a rating of Exemplary with a score of 99.30%.

Last updated: 12/19/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Good	Repair: NW wall seam coming apart and needs reinforcement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	40 year old roof.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repair: asphalt cracks and broken tetherball pole.

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary

Last updated: 12/19/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	39.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	22.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/18/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	528	519	98.30%	38.54%
Male	257	253	98.44%	36.36%
Female	271	266	98.15%	40.60%
Black or African American	--	--	--	
American Indian or Alaska Native	41	41	100.00%	24.39%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	285	281	98.60%	26.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	161	158	98.14%	56.33%
Two or More Races	31	29	93.55%	62.07%
Socioeconomically Disadvantaged	310	306	98.71%	27.45%
English Learners	200	197	98.50%	21.32%
Students with Disabilities	80	80	100.00%	12.50%
Students Receiving Migrant Education Services	17	17	100.00%	11.76%
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	529	520	98.30%	22.31%
Male	257	254	98.83%	27.17%
Female	272	266	97.79%	17.67%
Black or African American	--	--	--	
American Indian or Alaska Native	41	40	97.56%	17.50%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	286	283	98.95%	14.49%
Native Hawaiian or Pacific Islander	--	--	--	
White	161	158	98.14%	34.18%
Two or More Races	31	29	93.55%	31.03%
Socioeconomically Disadvantaged	311	307	98.71%	13.68%
English Learners	200	199	99.50%	12.06%
Students with Disabilities	81	80	98.77%	12.50%
Students Receiving Migrant Education Services	17	17	100.00%	
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/18/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/18/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.5%	23.0%	20.4%

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.

Last updated: 12/20/2018

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 2018—19)

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 our Teacher Parent Club (TPC).

State Priority: Pupil Engagement

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

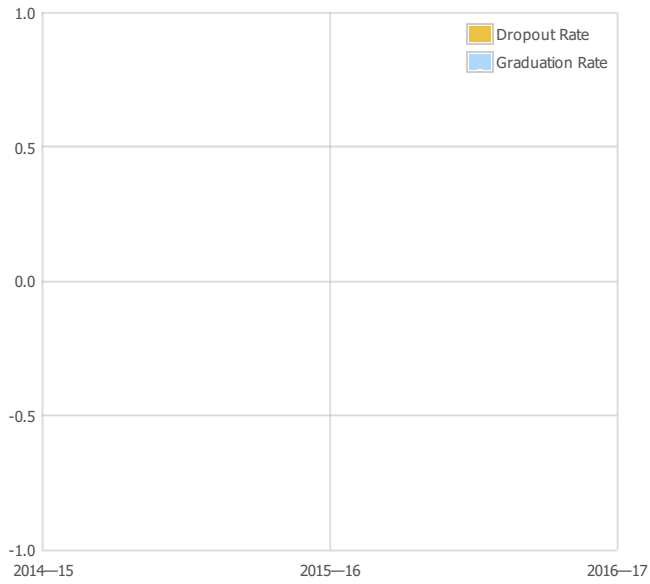
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	0.3%	1.4%	10.7%	9.7%
Graduation Rate	--	--	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.2%	9.1%
Graduation Rate	--	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/18/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

State Priority: School Climate

Last updated: 12/18/2018

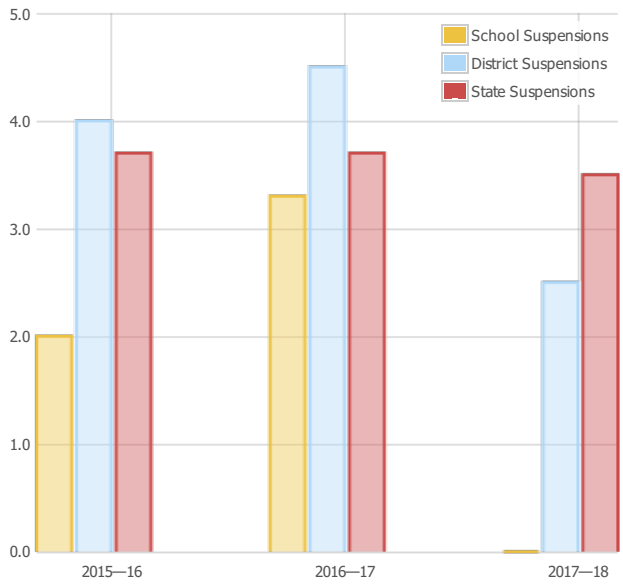
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

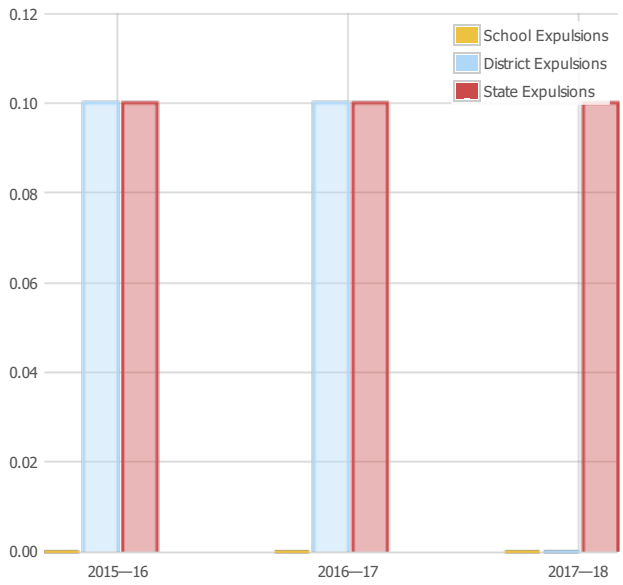
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.0%	3.3%	0.0%	4.0%	4.5%	2.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/19/2018

School Safety Plan (School Year 2018—19)

Our safety plan was revised and updated November 2018 and approved by our School Site Council. 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.

Last updated: 12/19/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3	23.0		8	
4	28.0		6	
5	31.0	2	7	3
6				
Other**	14.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3	21.0		7	
4	28.0		5	2
5	30.0		6	2
6				
Other**		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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3	20.0		7	
4	30.0		5	
5	34.0		5	2
6				
Other**	14.0	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.

Last updated: 12/19/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 12/19/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other		N/A

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

*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.

Last updated: 12/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

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	--	--
Percent Difference – School Site and District	N/A	N/A	-0.2%	21.6%
State	N/A	N/A	$6574.0	--
Percent Difference – School Site and State	N/A	N/A	90.3%	44.2%

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

Last updated: 12/20/2018

Types of Services Funded (Fiscal Year 2017—18)

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

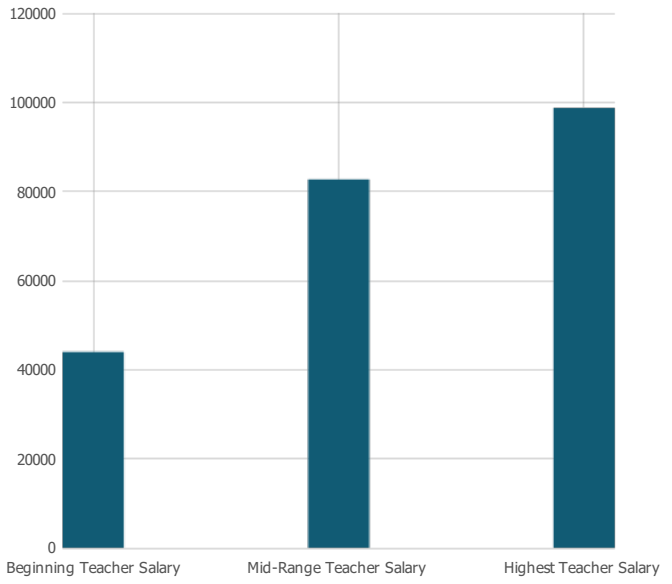
Last updated: 12/19/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

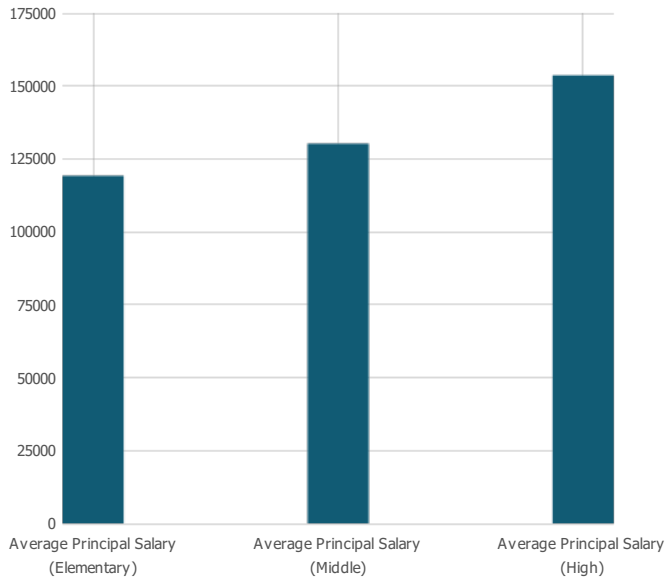
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/19/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/19/2018

Professional Development

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.

Last updated: 12/19/2018

Lilac

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Maria Cordero, Principal

Principal, Lilac

About Our School

Lilac School exemplifies the dynamic collaboration of strong leadership, community partnership, student achievement, and inspired teaching. Creating a safe, respectful, and responsible environment, energetically builds the potential of all through extensive professional development and rigorous academic and character standards.

Lilac School reflects all that is best in Valley Center's past, present, and future. Nestled among large native oak trees, the mission architecture of the facility hearkens back to a time when community members were summoned by a ringing bell tower to hear news in a central courtyard. A bell in our courtyard now welcomes a diverse population, providing a setting for interactive educational programs, assemblies and school/community events. Our rustic setting not only celebrates our California heritage (Caucasians, Hispanics, Native Americans and more) but also inspires the Lilac staff to foster a well-rounded, well-planned, healthy and positive learning environment. Lilac School was designed to meet the needs of a changing community firmly rooted in its agricultural tradition. Lilac School opened in 2003, one of 8 schools in the vast region of Valley Center. Lilac School strives to build long-term relationships between our school and families with over 550 registered family volunteers district-wide, and many school/community events.

Lilac School provides multiple educational programs to engender respect and responsibility in a safe and positive environment. Our alternative 50/50 dual language program reflects research by Ramirez, Cummins, Lambert and Krashen on the premise that biliteracy is desirable and attainable. The internationally recognized program promotes the sequential study of foreign language from Kindergarten through the 8th grade and into advanced Spanish in high school. Recognitions include the Biliteracy Leadership Award in 2011, 2012 California Distinguished School and 2012 Golden Bell Award for Character Education. Lilac School has garnered county attention from neighboring districts as well as international attention for our dual-immersion program with a visiting cohort from the Netherlands that included principals, teachers and university professors who visited the Lilac Dual Language Program over the past 10 years. The Dual Language Program has shown dramatic success in the EL's acquisition of English as demonstrated in their annual state assessments in English Language in comparison to classes which do not offer primary language. The analysis of both summative and formative assessments proves the school's success in meeting the academic needs of English Learners. Teachers differentiate instruction by levels of language acquisition and provide explicit instruction in the student's primary language (Spanish) to English skill transference through the reciprocal and integrated relationship of language process and domains (listening, speaking, reading, writing, and conventions).

Our community has embraced the college culture – "College is Knowledge". We believe every child should be prepared to attend college and every Lilac adult should contribute to make that dream a reality through positive attitude toward higher education and pathways to college. College inspired messages are embedded in our curriculum. Research shows that a more inclusive elementary and secondary system will ensure greater alignment for skills required for college

entry and success; therefore, we encourage students to attend college and obtain a degree. Our fifth grade students participate in a culminating activity at JA BizTown, a work-readiness, entrepreneurship and financial literacy program.

Lilac School balances academic programs with the arts. Our FAVE Art Lab (Fine Arts Volunteer Education) is a hub of activity created and run by parent volunteers. This program supports the belief that the arts are critical to education and further exposes our students to art history, the lives of the artists, art methods and techniques, and exposes them to the art forms of many cultures and time periods. Visual and Performing Arts standards are seen throughout the campus in the form of student art displays, cultural presentations and a fifth grade band program.

Lilac School has two gardens: one "Kindergarden" and another school garden. With parent support we have developed our "LEAF" Program (Lilac Educational Agriculture Farm). All students participate in our garden. Regardless of where one sits on the technology train, one thing is certain – the world of communication is changing. We established a need that technology is playing a greater role in our future and our school needs to be part of that future. We determined several areas to focus: 1) Empower kids with technology; 2) Creatively find and use resources; 3) Put kids in touch with the real world; 4) Discover how much fun technology can be; and most importantly 5) Recognize and accept the role of co-learner. Our journey began by providing hands-on staff development in our Professional Learning Community. Our school professional goals reflect on how the use of technology will improve teacher instructional practice and student academic achievement. We have incorporated into our repertoire a STEM lab, 1:1 iPads on grade 1st through 5th, LCD projectors, Lady Bugs and teacher computers. All 3rd, 4th and 5th grade students have personal iPads for class and home use. All 1st and 2nd grade students have iPads for class use. All areas of study are presented and modeled by teachers via technology. Our teachers use electronic data (Illuminate and Infinite Campus) to access student records, review benchmarks, and monitor academic progress. We use technology to enhance our communication with families via school/teacher web pages, email and ParentLink.

Our outstanding academic achievement and our excellent student behavior are due in part to healthy choices, good nutrition, and parent support. We offer breakfast before school and a second chance breakfast during recess. Nutritional education is integrated into our classrooms and communications including materials from the Dairy Council. Our students participate in Lilac Garden, Agriculture Day, and Harvest Day in an effort to teach them about our agriculturally rich community. We have a partnership with the California University Nursing Program with volunteers providing health lessons to all of our students. Students in kindergarten through third grade receive physical education via the SPARKS program. Students in the fourth and fifth grade receive daily instruction from a credentialed physical education teacher. Skills based lessons focus on a healthy, active lifestyle and are punctuated with fun activities such as the annual Turkey Trot and Lizard Laps.

Lilac teachers are fully credentialed, CLAD or BCLAD, highly qualified and offer individualized instruction to meet the needs of our students. Professional knowledge, staff development and old-fashioned hard work have resulted in remarkable Academic Performance growth.

Contact

Lilac
30109 Lilac Rd.
Valley Center, CA 92082-3318

Phone: 760-751-1042
E-mail: cordero.ma@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Lilac
Street	30109 Lilac Rd.
City, State, Zip	Valley Center, Ca, 92082-3318
Phone Number	760-751-1042
Principal	Maria Cordero, Principal
E-mail Address	cordero.ma@vcpusd.org
Web Site	http://lilac.vcpusd.net
County-District-School (CDS) Code	37756140100511

Last updated: 12/20/2018

School Description and Mission Statement (School Year 2018—19)

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.

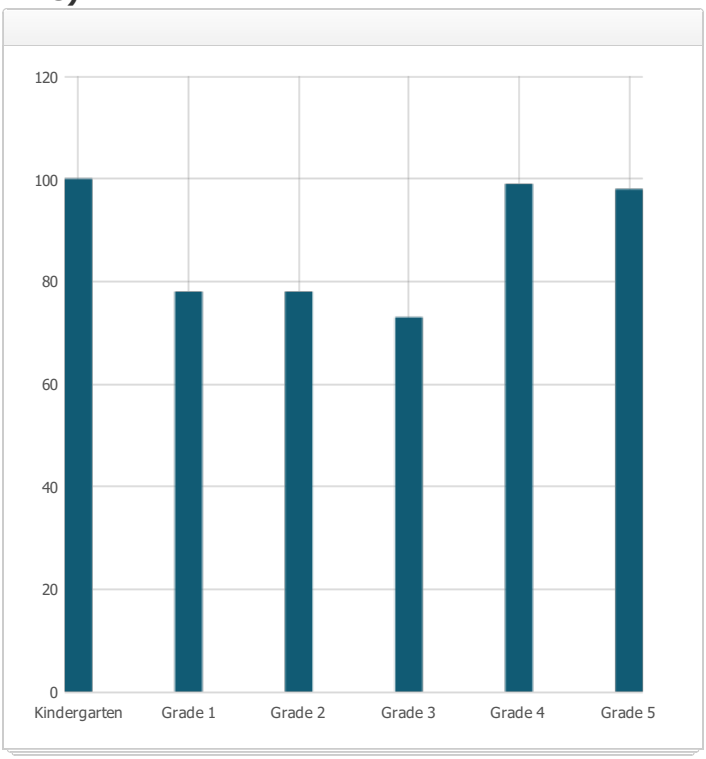
Values: The Lilac Community chooses to focus on a positive atmosphere. We respect the opinions, differences, learning styles, cultures, strengths, and weaknesses of each member of our community. We believe success is defined by achieving our personal best.

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.

Last updated: 12/20/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	100
Grade 1	78
Grade 2	78
Grade 3	73
Grade 4	99
Grade 5	98
Total Enrollment	526



Last updated: 12/20/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	6.3 %
Asian	1.5 %
Filipino	1.1 %
Hispanic or Latino	50.8 %
Native Hawaiian or Pacific Islander	%
White	34.0 %
Two or More Races	4.8 %
Other	1.5 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.7 %
English Learners	31.6 %
Students with Disabilities	13.7 %
Foster Youth	%

A. Conditions of Learning

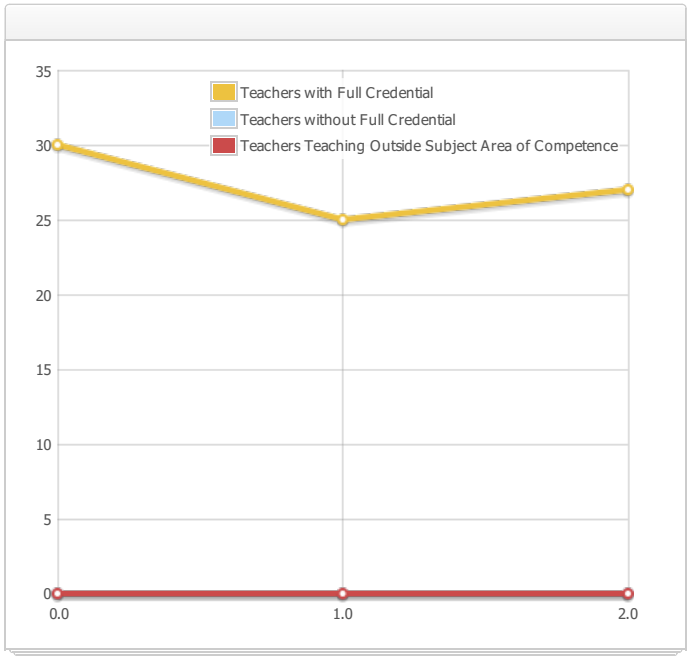
State Priority: Basic

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

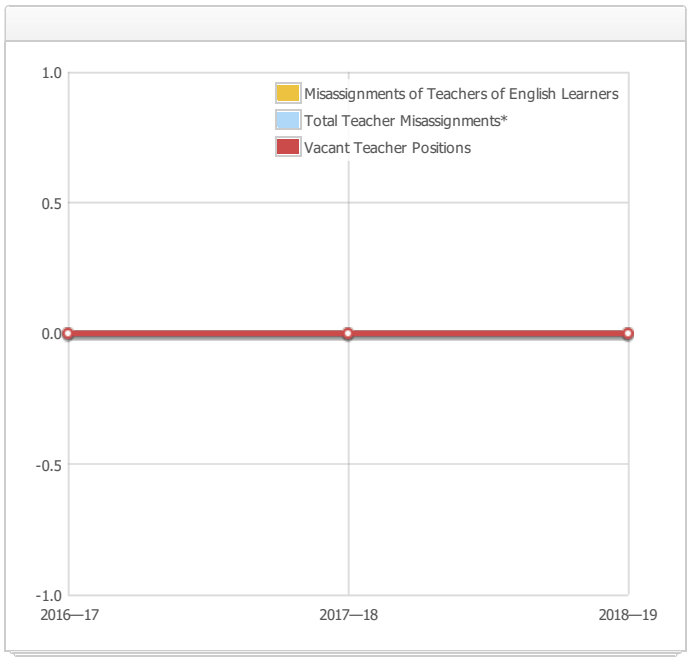
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	30	25	27	202
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/20/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/20/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

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 Art Studio and a library. There is school supervision for students arriving before 7:30 a.m. and 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.

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.

Last updated: 12/20/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	41.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	24.0%	29.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/20/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	251	92.62%	41.04%
Male	127	122	96.06%	36.07%
Female	144	129	89.58%	45.74%
Black or African American				
American Indian or Alaska Native	15	13	86.67%	30.77%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	136	131	96.32%	28.24%
Native Hawaiian or Pacific Islander				
White	100	87	87.00%	56.32%
Two or More Races	12	12	100.00%	75.00%
Socioeconomically Disadvantaged	140	137	97.86%	27.01%
English Learners	86	84	97.67%	20.24%
Students with Disabilities	42	41	97.62%	21.95%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	252	92.99%	29.37%
Male	127	123	96.85%	28.46%
Female	144	129	89.58%	30.23%
Black or African American				
American Indian or Alaska Native	15	13	86.67%	23.08%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	136	132	97.06%	23.48%
Native Hawaiian or Pacific Islander				
White	100	87	87.00%	36.78%
Two or More Races	12	12	100.00%	33.33%
Socioeconomically Disadvantaged	140	138	98.57%	23.91%
English Learners	86	85	98.84%	24.71%
Students with Disabilities	42	41	97.62%	12.20%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/20/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/20/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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	67.0%	51.0%	22.0%

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.

Last updated: 12/20/2018

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 2018—19)

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 VII Indian Advisory and Title I Parent Advisory. We also have the following volunteer ran programs: STEM, FAVE, LEAF, and Rolling Readers. Finally, Boys Scouts and Girls Scouts are youth development organizations that take place on our campus after school.

State Priority: Pupil Engagement

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

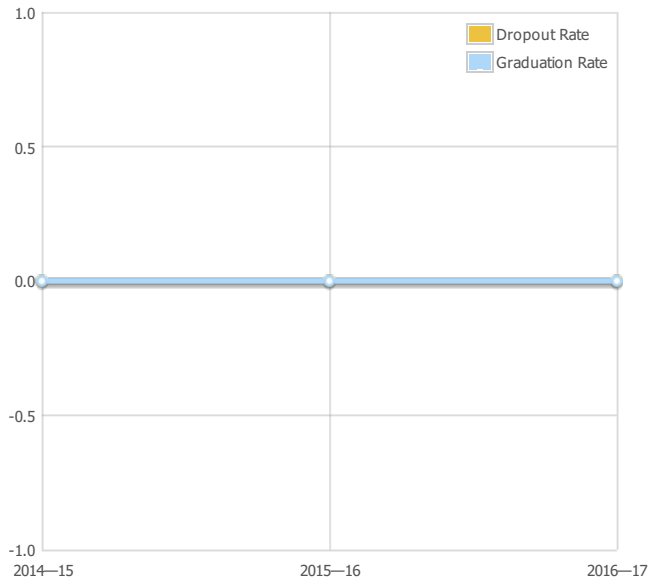
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	0.3%	1.4%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	1.2%	9.1%
Graduation Rate	0.0%	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/20/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

State Priority: School Climate

Last updated: 12/20/2018

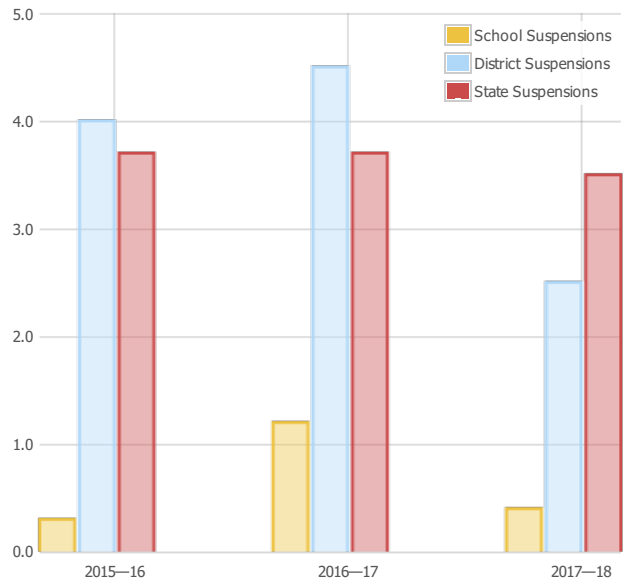
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

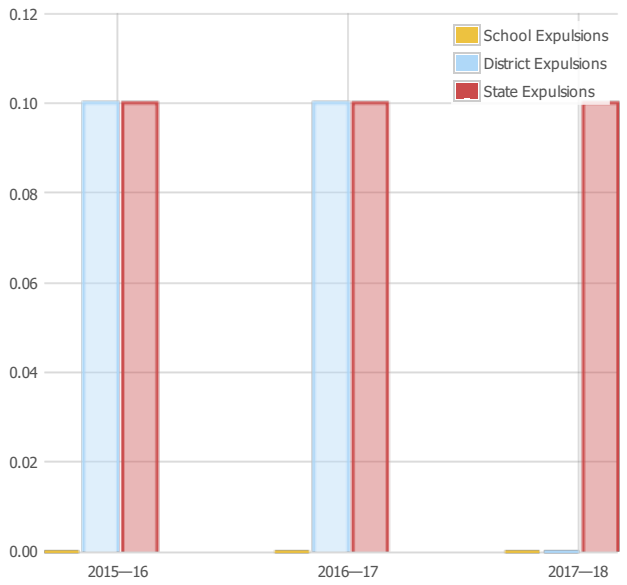
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.3%	1.2%	0.4%	4.0%	4.5%	2.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/20/2018

School Safety Plan (School Year 2018—19)

The Valley Center Pauma Unified School Safety Committee reviewed the School Safety Plans for all sites on December 2018 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

Last updated: 12/20/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	
1	20.0	1	2	
2	21.0	3	2	
3	26.0		4	
4	31.0		3	
5	53.0	1	4	2
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	22.0	1	2	
2	22.0	1	3	
3	24.0		4	
4	28.0		3	
5	61.0	1	3	3
6				
Other**	9.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	4	
1	24.0		3	
2	22.0		3	
3	23.0		3	
4	29.0		3	
5	56.0	1	3	3
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/20/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 12/20/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 12/20/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11083.0	$2670.0	$8413.0	$79028.0
District	N/A	N/A	$8936.0	$82055.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6574.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/20/2018

Types of Services Funded (Fiscal Year 2017—18)

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 VII – Indian Education, Migrant Education, Special Education

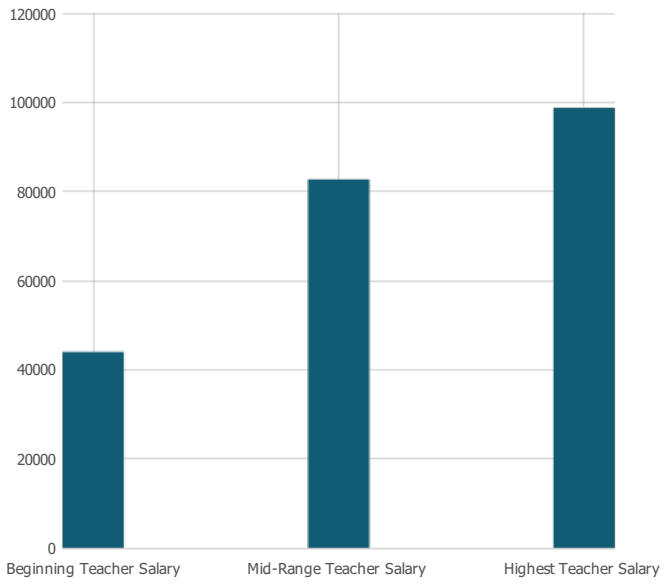
Last updated: 12/20/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

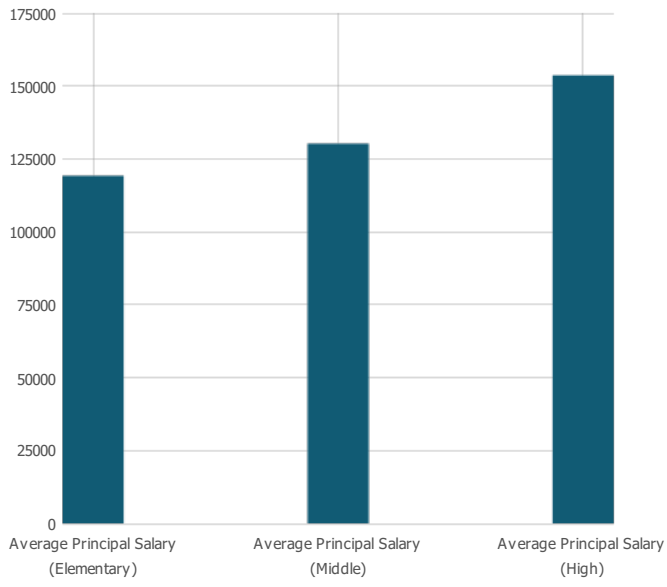
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/20/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/20/2018

Professional Development

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 (Indiviudalized Professional Development).

Last updated: 12/20/2018

Pauma Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Leiani Osugi, Principal

Principal, Pauma Elementary

About Our School

Welcome to Pauma School! Our small school of approximately 230 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, nuturing 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 and students. 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.

Pauma School provides core instruction in math, science, language arts and social studies. Additionally, band is offered to students in grades 5-8, in grades TK-4 students are offered music enrichment and physical education is offered to all grade levels from TK-8. Also Pauma School has the District Developmental Preschool on site for eligible students. 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 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 K-5 for students who would like to develop biliteracy skills in English and Spanish.

Given our changing world, Pauma School recognizes that students need 21st century skills as adults. Technology is a key factor in the future of our children, and we have recognized that our students need the college and career ready skills to be competitive in the future ahead. Therefore, students are empowered with technology in the classroom by having one-to-one access to iPads in grades TK-8 to assist with their learning process. Technology allows students to tap into their creativity and to become resourceful while also developing their skills to be competitive in their future.

The Pauma School day begins with students entering classs and having breakfast in the classroom. Breakfast in the classroom is a important aspect to our school whereby all students at Pauma are offered a healthy choice breakfast to begin their school day. 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.

Contact

Pauma Elementary
33158 Cole Grade Rd.
Pauma Valley, CA 92061-9578

Phone: 760-742-3741
E-mail: osugi.le@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Pauma Elementary
Street	33158 Cole Grade Rd.
City, State, Zip	Pauma Valley, Ca, 92061-9578
Phone Number	760-742-3741
Principal	Leiani Osugi, Principal
E-mail Address	osugi.le@vcpusd.org
Web Site	http://pauma.vcpusd.net/
County-District-School (CDS) Code	37756146038962

Last updated: 12/18/2018

School Description and Mission Statement (School Year 2018—19)

Pauma School is a unique place where children can learn in a small, nuturing, 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 Pauma School.

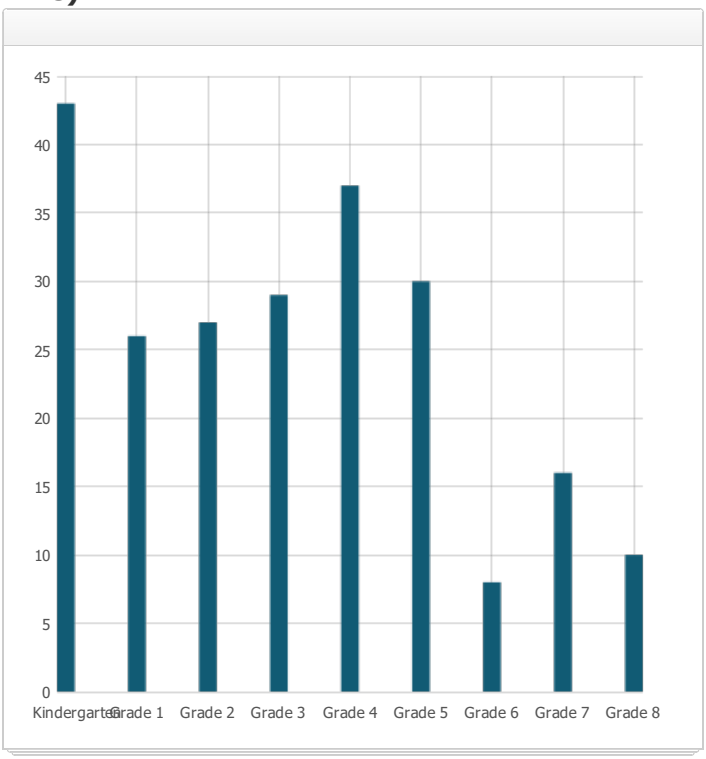
Pauma School is located in rural northeast San Diego County. There are 9 general education teachers, 3 part-time instructional aides, 1 part-time band teacher, 2 full time special education teachers, 1 full time speech therapist, 1 full time PE teacher, 1 part-time instructional coach, 1 part-time elementary counselor, 1 part-time school psychologist and 1 administrator assigned to Pauma School. The continued partnership of the Pauma Foundation is evidence of strong community support. The dynamic influence of the local tribes of Pauma, La Jolla, Rincon and San Pasqual, supported by the Title VI prgram, as well as a strong Hispanic heritage, contributes to the foundation of Pauma School making this a unique place to learn.

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 productive and 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 program, a morning daycare program, a band program for grades 5-8, music enrichment for grades TK-4 and a physical education program for grades TK-8. Additionally all students in grades TK-8 have one-to-one access to iPads and a computer lab is located on site. We are proud of our school and encourage you to visit us and participate in our celebration of learning.

Last updated: 12/18/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	43
Grade 1	26
Grade 2	27
Grade 3	29
Grade 4	37
Grade 5	30
Grade 6	8
Grade 7	16
Grade 8	10
Total Enrollment	226



Last updated: 12/16/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	14.2 %
Asian	%
Filipino	%
Hispanic or Latino	73.9 %
Native Hawaiian or Pacific Islander	%
White	6.2 %
Two or More Races	5.3 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.2 %
English Learners	50.0 %
Students with Disabilities	9.7 %
Foster Youth	%

A. Conditions of Learning

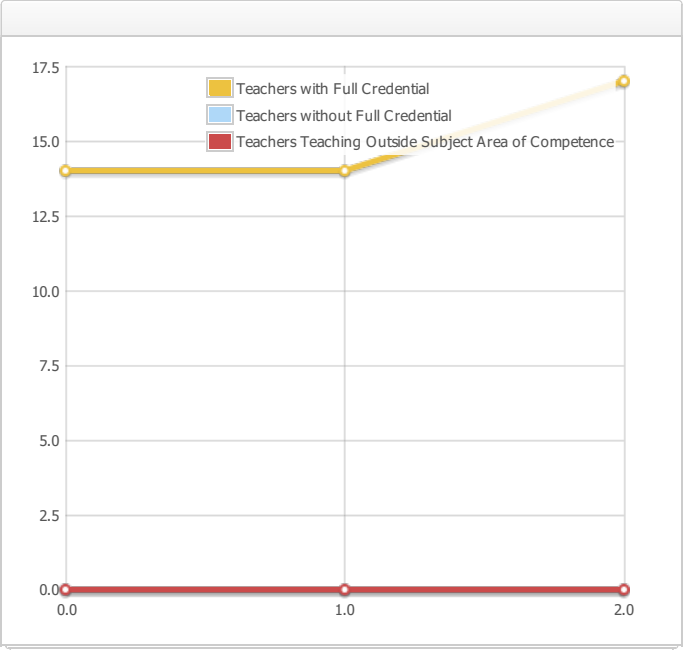
State Priority: Basic

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

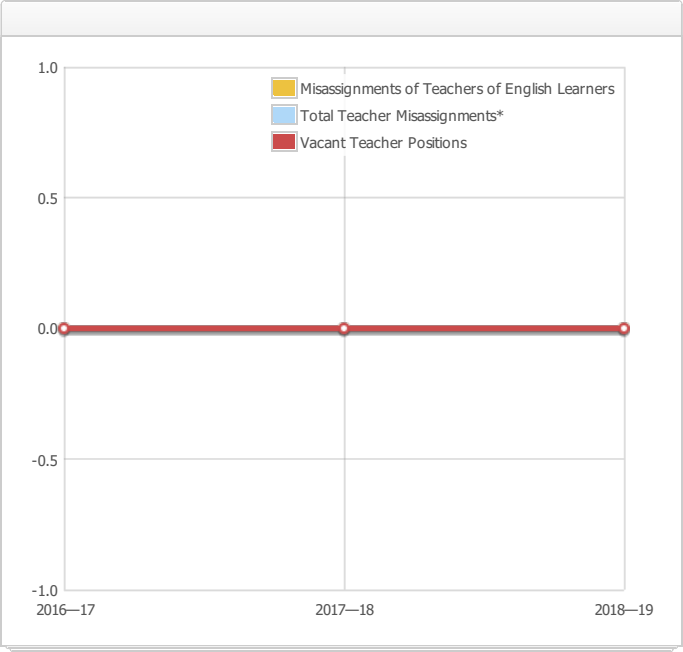
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	14	17	202
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/18/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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	0.0 %
Mathematics	Eureka Mathematics, published by Great Minds (Spring 2018) ~ grades K-8	Yes	0.0 %
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	0.0 %
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	0.0 %
Foreign Language	N/A		0.0 %
Health	Grade 4 "Health and Wellness: California," published by Macmillan/McGraw Hill (Spring 2006)		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

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.

There is a before school morning daycare program from 6:30-7:30 a.m. for students arriving before 7:30 a.m. when campus supervision begins. Further there is supervision after school through our ASES program from school dismissal until 6:00 p.m. 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

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

Cleaning

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

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.

Last Facilities/Williams Inspection conducted 9/7/2018 with a Williams Visit Consultant and overall rating of 98.51%

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: Fair
- Area 5 ~ Restrooms/Fountains: Restrooms, Sinks/Fountains = Rating: Good
- Area 6 ~ Safety: Fire Saftey, 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 9/7/18 (date of visit) = Rating: Good

Average Percentage of 8 categories = 98.51%

Comments: Well maintained school, clean, safe and orderly.

Last updated: 12/16/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Good	No repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed.
Electrical: Electrical	Fair	Category 7 - The electrical panel was blocked in rooms 10 and 13. Category 7 - Lights out in girls restroom by room 3 (Primary area).
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed.
Safety: Fire Safety, Hazardous Materials	Good	Category 11 - Peeling paint in the women's portable restroom by room 7
Structural: Structural Damage, Roofs	Good	No repairs needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed.

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good

Last updated: 12/16/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	35.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	11.0%	14.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/16/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	128	96.97%	35.16%
Male	65	61	93.85%	31.15%
Female	67	67	100.00%	38.81%
Black or African American	--	--	--	
American Indian or Alaska Native	19	18	94.74%	22.22%
Asian				
Filipino				
Hispanic or Latino	98	95	96.94%	36.84%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	116	112	96.55%	30.36%
English Learners	73	70	95.89%	32.86%
Students with Disabilities	17	17	100.00%	11.76%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/16/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	130	98.48%	13.85%
Male	65	63	96.92%	19.05%
Female	67	67	100.00%	8.96%
Black or African American	--	--	--	
American Indian or Alaska Native	19	18	94.74%	
Asian				
Filipino				
Hispanic or Latino	98	97	98.98%	13.40%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	116	114	98.28%	11.40%
English Learners	73	72	98.63%	11.11%
Students with Disabilities	17	17	100.00%	5.88%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/16/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/16/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.9%	25.0%	28.1%
7	20.0%	20.0%	13.3%

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.

Last updated: 12/16/2018

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 2018—19)

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 American Indian 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, school projects and assistance with technology. Overall Pauma School encompass the efforts, dedication and committment by our families, students, staff members, surrounding community members and local agencies.

State Priority: Pupil Engagement

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

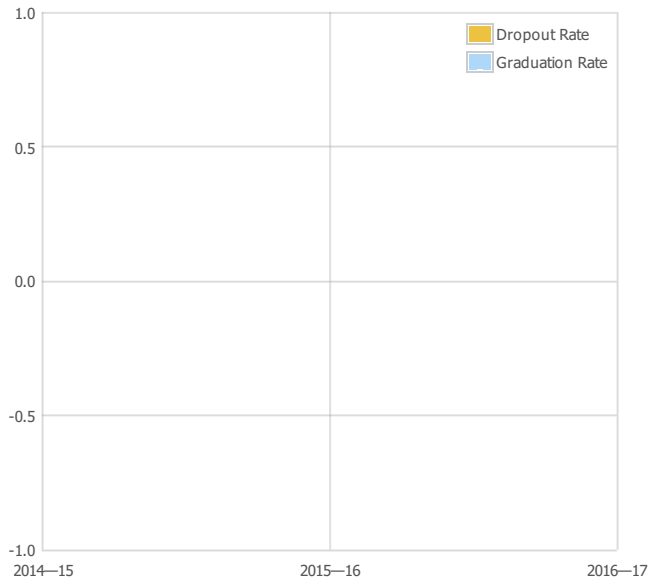
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	0.3%	1.4%	10.7%	9.7%
Graduation Rate	--	--	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.2%	9.1%
Graduation Rate	--	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/16/2018

State Priority: School Climate

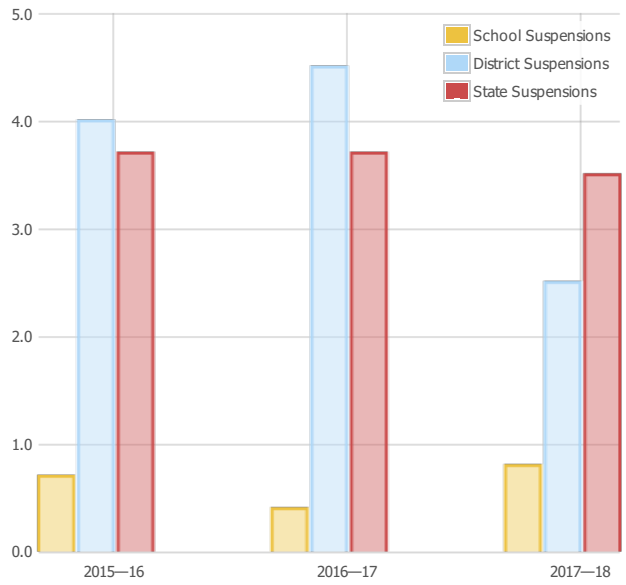
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

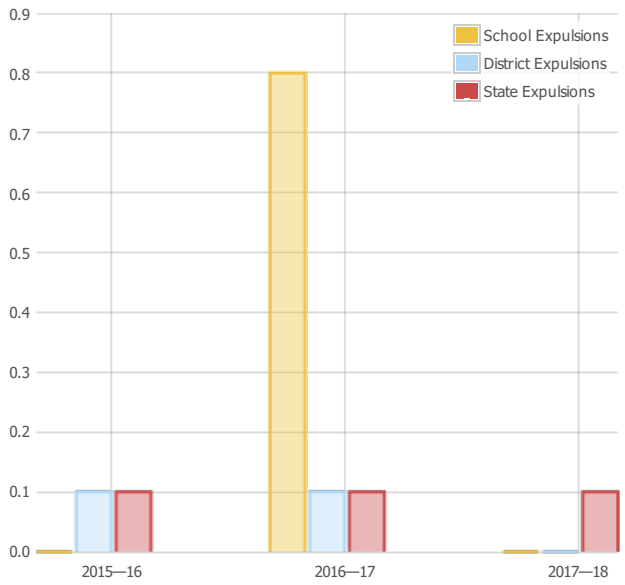
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.7%	0.4%	0.8%	4.0%	4.5%	2.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.8%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/16/2018

School Safety Plan (School Year 2018—19)

The Valley Center-Pauma Unified School District School Safety committee reviews the School Safety Plans for all sites for the annual plan updates. Principals presents the updated plans to the School Site Councils on an annual basis. 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 plan was reviewed on November 8, 2018 and December 6, 2018 by the SSC.

Last updated: 12/16/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1				
2	30.0	1	1	1
3	28.0	1	1	1
4	31.0		2	
5	22.0	6	5	1
6	12.0	6		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	1	
1	35.0			1
2	24.0		2	
3	28.0		2	1
4	30.0		1	
5	29.0		4	
6	18.0	4		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0	2	1	1
1	26.0		1	
2	27.0		1	
3	27.0		2	
4	31.0		1	1
5	25.0	1	3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/16/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	1		
Mathematics	19.0	1		
Science	19.0	1		
Social Science	19.0	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	11.0	2	1	
Mathematics	23.0		1	
Science	23.0		1	
Social Science	23.0		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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	1	1	
Mathematics	26.0		1	
Science	26.0		1	
Social Science	26.0		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.

Last updated: 12/16/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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.

Last updated: 12/16/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14333.0	$3797.0	$10536.0	$81833.0
District	N/A	N/A	$8936.0	$82055.0
Percent Difference – School Site and District	N/A	N/A	17.9%	9.5%
State	N/A	N/A	$6574.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	124.7%	29.8%

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

Last updated: 12/16/2018

Types of Services Funded (Fiscal Year 2017—18)

Pauma School receives categorical funding and services from the following federal and state programs: Title 1, Title III, Title VII, Migrant Education, Special Education, CTI (California Teacher's Induction Program - Year 2 participants) and PAR (Peer Assistance and Review). Furthermore, Pauma School provides 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 provides after school assistance for homework, technology multi-media academic applications, and enrichment activities such as sports, golf and art. The program has both certificated and classified staff who are highly qualified and meet all state and federal guidelines.

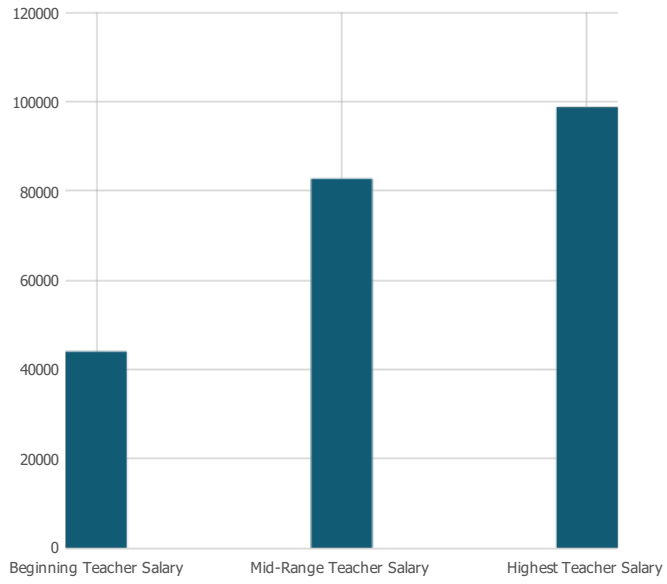
Last updated: 12/16/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

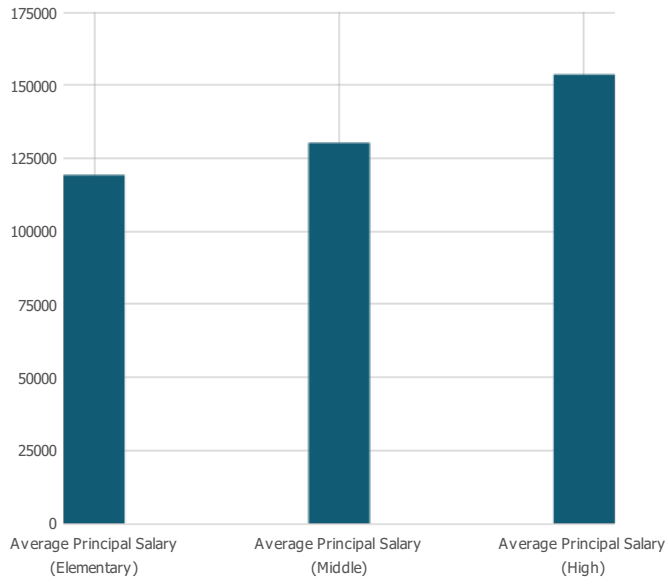
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/16/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/16/2018

Professional Development

The school site and district offers professional development training with an emphasis on curriculuar 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 part-time instructional coach for in-class coaching, teacher-student support and modeling of instructional framework/strategies to foster student learning and achievement.

Last updated: 12/16/2018

Valley Center Middle

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. Christina Wilde, Principal

Principal, Valley Center Middle

About Our School

Valley Center Middle School is a place where generations of students, parents, and staff have contributed to an environment of academic achievement, responsibility, teamwork, diversity, and respect. A rigorous State Standards-based curriculum, a clear academic focus, and an emphasis on responsible, inclusive citizenship, provide students with a foundation for future learning in a technological society. To help students acheive success, our school is committed to supporting them through a multi-tiered system of supports. These supports focus on identifying students that may need additional assistance, and matching their needs to the appropriate intervention.

Our school also provides a variety of extracurricular activities designed to engage and connect students to the learning environment. As such, we strongly encourage all students to participate in our various clubs, sports teams, theater arts and music programs. By being engaged in both classroom and extracurricular activities, students develop character traits such as perseverance, teamwork, and respect that we believe will serve them well throughout their life.

Contact

Valley Center Middle
28102 North Lake Wohlford Rd.
Valley Center, CA 92082-6740

Phone: 760-751-4295
E-mail: wilde.ch@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Valley Center Middle
Street	28102 North Lake Wohlford Rd.
City, State, Zip	Valley Center, Ca, 92082-6740
Phone Number	760-751-4295
Principal	Dr. Christina Wilde, Principal
E-mail Address	wilde.ch@vcpusd.org
Web Site	http://vcms.vcpusd.net/
County-District-School (CDS) Code	37756146093272

Last updated: 12/20/2018

School Description and Mission Statement (School Year 2018—19)

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.

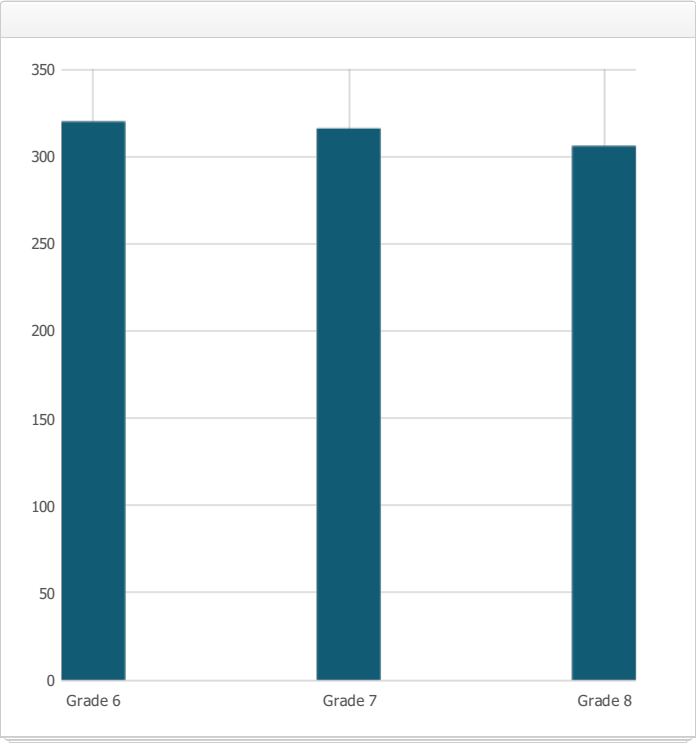
Valley Center Middle School currently has 967 students in grades 6-8 who enjoy a wide variety of instructional programs. Core subjects include: general mathematics, algebra, geometry, language arts (honors and general), social science, science, and physical education. The schedule includes sections of 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 biliteracy 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.

Last updated: 12/20/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	320
Grade 7	316
Grade 8	306
Total Enrollment	942



Last updated: 12/20/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	7.6 %
Asian	0.4 %
Filipino	0.3 %
Hispanic or Latino	57.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	29.2 %
Two or More Races	3.7 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.0 %
English Learners	24.1 %
Students with Disabilities	15.8 %
Foster Youth	0.6 %

A. Conditions of Learning

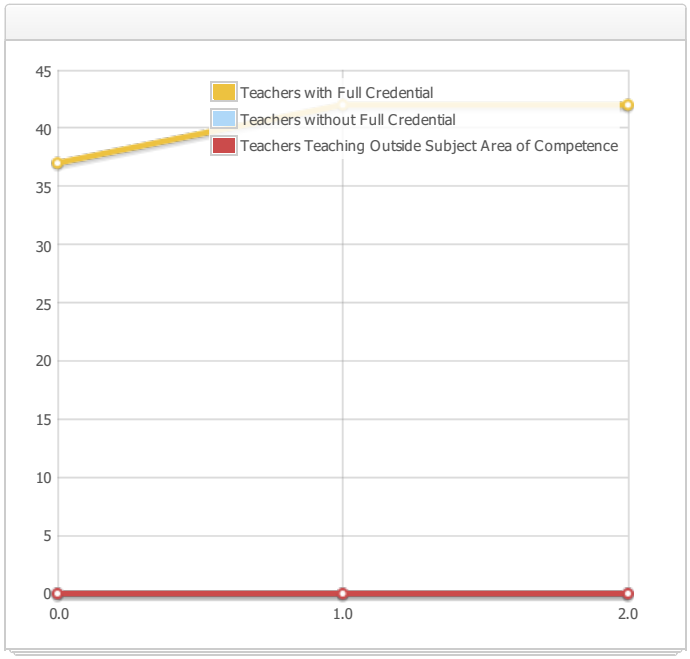
State Priority: Basic

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

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

Teacher Credentials

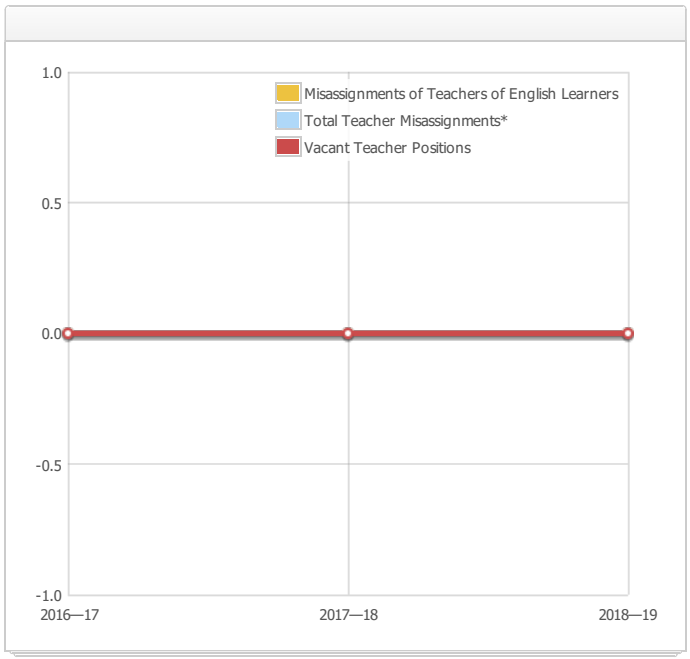
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	42	42	202
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/20/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/20/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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 4-12 Intervention "Language!" published by Glencoe McGraw-Hill (Spring 2001) "High Point", published by Hampton-Brown (Spring 2001)	Yes	0.0 %
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)	Yes	0.0 %
Science	Grades K-6 "California Science", published by MacMillan-McGraw-Hill - (June 2007) 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)	Yes	0.0 %
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 %
Foreign Language			0.0 %
Health	Grades 7 & 8 "Teen Health Course 2," and "Teen Health Course 3", published by Glencoe (Spring 2006)	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

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 23- 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.

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 Prinicpal works daily with the custodial staff to ensure a clean and safe school envirnoment.

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 99.49 percent, which places it in the "exemplary" status.

Last updated: 12/20/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A- All tasks are complete
Interior: Interior Surfaces	Good	N/A- All tasks are complete
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A- All tasks are complete
Electrical: Electrical	Good	N/A- All tasks are complete
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A- All tasks are complete
Safety: Fire Safety, Hazardous Materials	Good	N/A- All tasks are complete
Structural: Structural Damage, Roofs	Good	N/A- All tasks are complete
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A- All tasks are complete

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	39.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	19.0%	21.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/20/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	928	893	96.23%	38.79%
Male	485	465	95.88%	31.90%
Female	443	428	96.61%	46.26%
Black or African American	--	--	--	
American Indian or Alaska Native	71	68	95.77%	16.18%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	534	521	97.57%	31.73%
Native Hawaiian or Pacific Islander	--	--	--	
White	275	261	94.91%	56.70%
Two or More Races	32	27	84.38%	48.15%
Socioeconomically Disadvantaged	540	523	96.85%	28.93%
English Learners	346	338	97.69%	23.74%
Students with Disabilities	129	122	94.57%	2.46%
Students Receiving Migrant Education Services	28	28	100.00%	17.86%
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	932	893	95.82%	20.76%
Male	487	463	95.07%	18.61%
Female	445	430	96.63%	23.08%
Black or African American	--	--	--	
American Indian or Alaska Native	71	67	94.37%	4.55%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	536	523	97.57%	14.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	276	261	94.57%	37.55%
Two or More Races	33	26	78.79%	15.38%
Socioeconomically Disadvantaged	543	525	96.69%	12.43%
English Learners	346	339	97.98%	7.99%
Students with Disabilities	133	119	89.47%	4.20%
Students Receiving Migrant Education Services	28	28	100.00%	
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/20/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	2.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.6%	27.9%	38.3%

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.

Last updated: 12/20/2018

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 2018—19)

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):

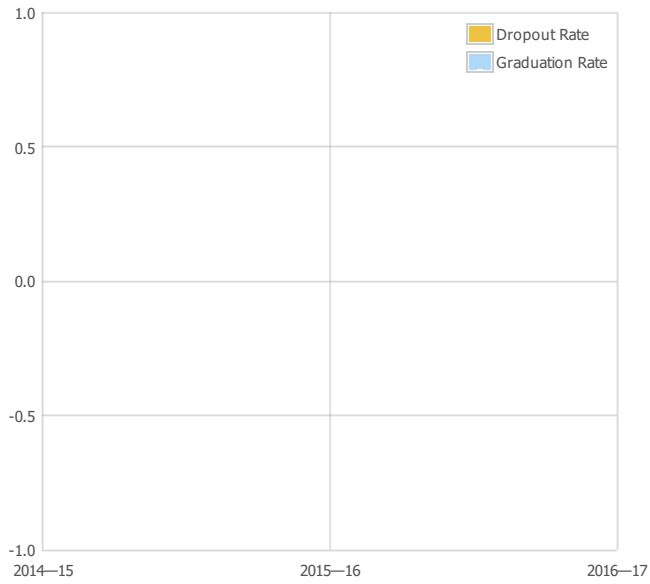
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	0.3%	1.4%	10.7%	9.7%
Graduation Rate	--	--	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	1.2%	9.1%
Graduation Rate	--	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/20/2018

State Priority: School Climate

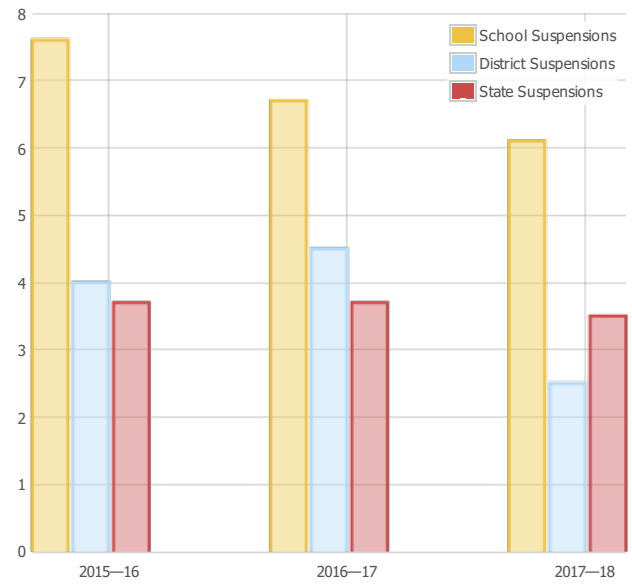
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

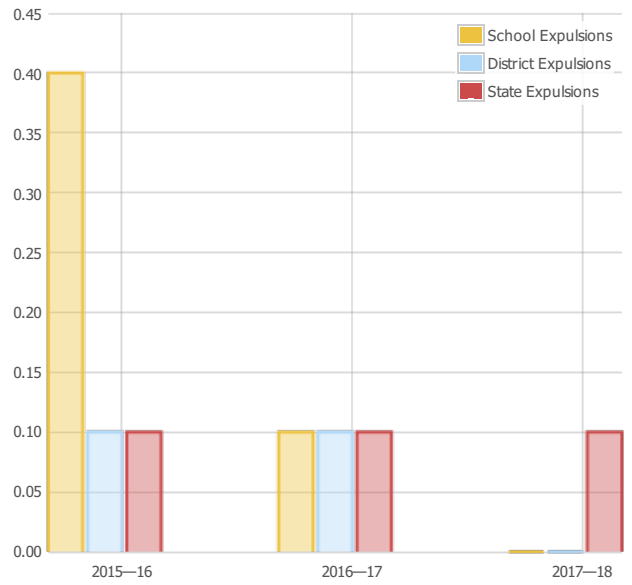
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	7.6%	6.7%	6.1%	4.0%	4.5%	2.5%	3.7%	3.7%	3.5%
Expulsions	0.4%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/20/2018

School Safety Plan (School Year 2018—19)

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 November 2018.

Last updated: 12/20/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0	24	32	14
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.0	20	24	19
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.0	24	30	22
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/20/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	8	4	11
Mathematics	21.0	17	10	1
Science	28.0	3	11	6
Social Science	28.0	3	9	8

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	11	12	5
Mathematics	24.0	10	10	5
Science	29.0	3	7	11
Social Science	28.0	3	11	7

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	24	24	10
Mathematics	21.0	19	7	3
Science	28.0	4	10	8
Social Science	29.0	5	6	10

* 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.

Last updated: 12/20/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

*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.

Last updated: 12/20/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11010.0	$2573.0	$8437.0	$79516.0
District	N/A	N/A	$8936.0	$82055.0
Percent Difference – School Site and District	N/A	N/A	-5.6%	6.4%
State	N/A	N/A	$6574.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	79.9%	26.1%

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

Last updated: 12/20/2018

Types of Services Funded (Fiscal Year 2017—18)

The 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.

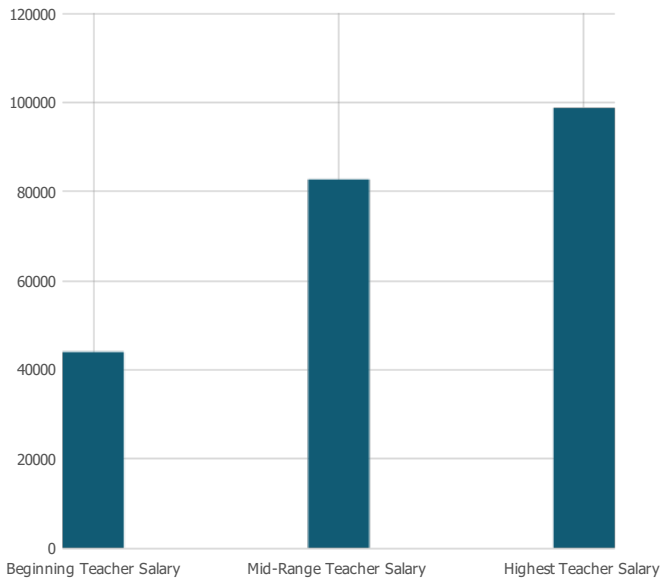
Last updated: 12/20/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

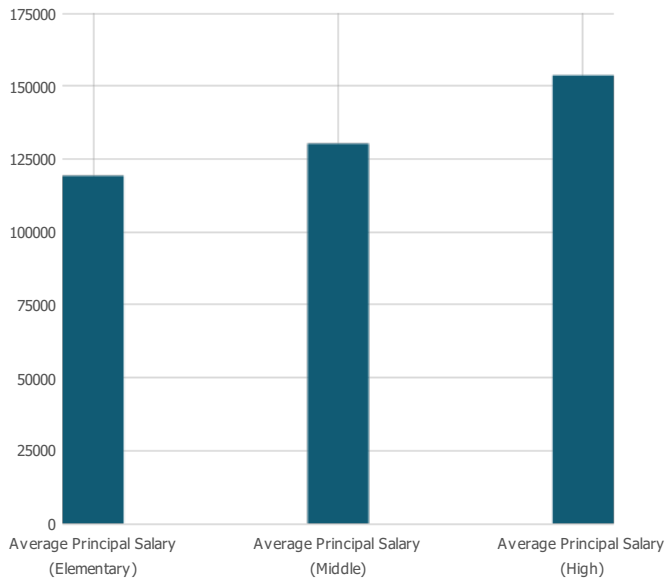
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/20/2018

Professional Development

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 throughtout the year as well as weekly common collaboration time. Additionaly VCMS students, staff and school community are working together to implement a positive behavior intervention system (PBIS).

Last updated: 12/20/2018

Valley Center High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mark Hailwood, Principal

Principal, Valley Center High

About Our School

Valley Center High School has a tradition of success that has resulted in us being a California Distinguished School that has been 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. This year students will be working on developing knowledge of personal finance to make informed decisions after graduation. They will have new opportunities to receive college credit through dual enrollment courses and be 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.

Whether it be success in mathematics, competition on the field, learning a new language, able to save the life of another with CPR certification, or developing skills towards a career in Culinary Arts. Valley Center High School provides a rich and balanced education for our students' futures. My vision is for us to consistently demonstrate our commitment to excellence and show how much we care through our expectations for our students. From the first day of school through the last day of school, you and your children will know, "Excellence is in the air at Valley Center High School!" From the day our high school opened its doors to our current 21st year, we continue to celebrate what makes our school and community so unique and so special, that together we unite as, "One Town, One Team, One Dream."

Contact

Valley Center High
31322 Cole Grade Rd.
Valley Center, CA 92082-3867

Phone: 760-751-5502
E-mail: hailwood.ma@vcpusd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Valley Center High
Street	31322 Cole Grade Rd.
City, State, Zip	Valley Center, Ca, 92082-3867
Phone Number	760-751-5502
Principal	Mark Hailwood, Principal
E-mail Address	hailwood.ma@vcpusd.k12.ca.us
Web Site	http://vchs.vcpusd.org/
County-District-School (CDS) Code	37756143731114

Last updated: 12/17/2018

School Description and Mission Statement (School Year 2018—19)

SCHOOL DESCRIPTION

Valley Center High School opened in the fall of 1998. Student enrollment is at approximately 1,140. The site 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, emerging 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 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 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.

VCHS is an integral part of a surrounding diverse rural community. It is a California standards-based high school where all students participate in a variety of challenging experiences designed to develop critical thinking and problem solving skills. 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 School-wide Learning Outcomes.

SCHOOL-WIDE LEARNING OUTCOMES
Valley Center High School will prepare graduates to be:

COMMUNITY PARTICIPANTS...who contribute time, energy and talents to improve their school and community.

EFFECTIVE COMMUNICATORS...who read, write, speak, and listen critically and reflectively.

CRITICAL THINKERS...who integrate all academic disciplines to meet or exceed the California State Standards.

GOAL SETTERS...who complete all graduation requirements and develop a plan to meet their goals.

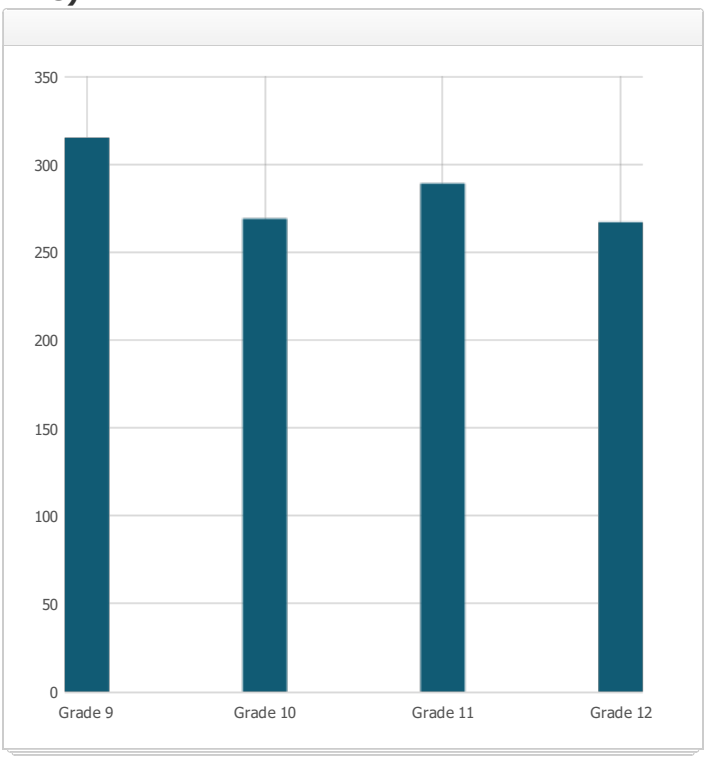
MISSION STATEMENT

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 businesses as we prepare our diverse population for the future

Last updated: 12/17/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	315
Grade 10	269
Grade 11	289
Grade 12	267
Total Enrollment	1140



Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	9.6 %
Asian	1.1 %
Filipino	1.5 %
Hispanic or Latino	46.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	37.1 %
Two or More Races	3.0 %
Other	-0.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.8 %
English Learners	10.2 %
Students with Disabilities	11.7 %
Foster Youth	0.3 %

A. Conditions of Learning

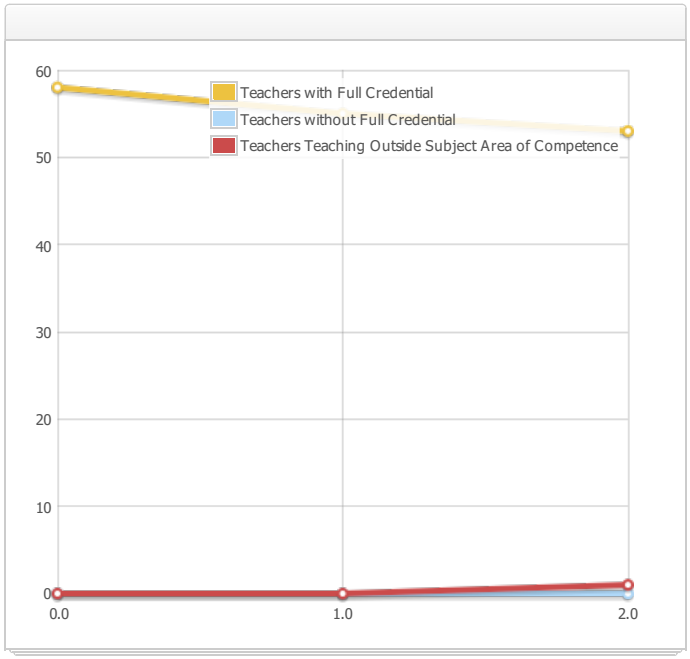
State Priority: Basic

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

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

Teacher Credentials

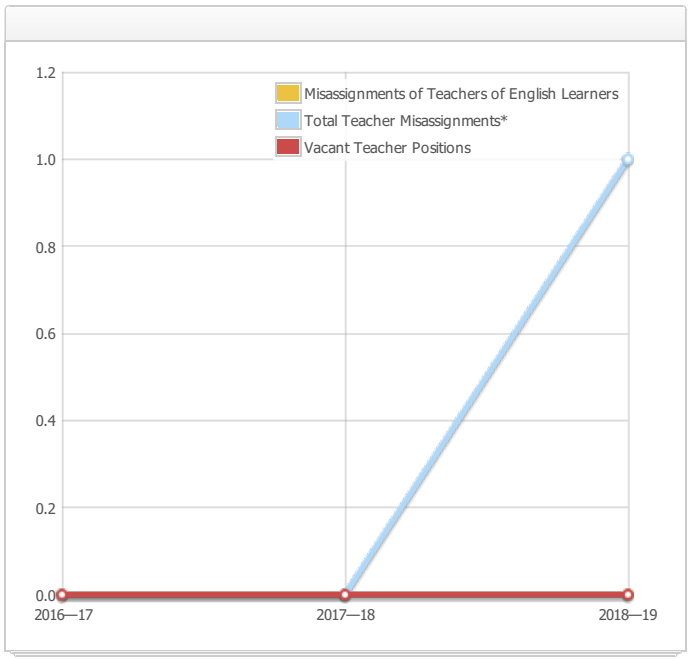
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	58	55	53	202
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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** "Language!" published by Glencoe McGraw-Hill (Spring 2001) "High Point", published by Hampton-Brown (Spring 2001)	Yes	0.0 %
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)		0.0 %
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) "Oceanography, An invitation to Marine Science", published by Thomson (June 2007) "College Physics", published by Prentice Hall (June 2015)		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) 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)		0.0 %
Foreign Language	**Grade 9-12**		0.0 %

	"Paso A Paso", published by Prentice Hall (Spring 2000)		
Health	**Grade 9-12** "Health", published by Glencoe (Spring 2006)		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

School Facility Conditions and Planned Improvements

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. The school is secured entirely after school starts and all students, parents and visitors must go through the front office to enter the campus.

Maintenance and Repair

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.

Cleaning

The principal works daily with the custodial staff to ensure a clean and safe school and to monitor the cleaning schedules.

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.

Last updated: 12/17/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No deficiencies.
Electrical: Electrical	Good	No deficiencies.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No deficiencies.
Safety: Fire Safety, Hazardous Materials	Good	No deficiencies.
Structural: Structural Damage, Roofs	Good	All deficiencies corrected or corrections in progress.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All deficiencies corrected or corrections in progress.

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Exemplary

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	58.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	32.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/19/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	265	256	96.60%	58.20%
Male	142	137	96.48%	53.28%
Female	123	119	96.75%	63.87%
Black or African American	--	--	--	
American Indian or Alaska Native	23	23	100.00%	56.52%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	122	121	99.18%	42.15%
Native Hawaiian or Pacific Islander	--	--	--	
White	104	96	92.31%	78.13%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	132	129	97.73%	49.61%
English Learners	41	38	92.68%	18.42%
Students with Disabilities	18	17	94.44%	17.65%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/19/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	266	262	98.50%	31.68%
Male	143	140	97.90%	33.57%
Female	123	122	99.19%	29.51%
Black or African American	--	--	--	
American Indian or Alaska Native	24	23	95.83%	26.09%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	122	122	100.00%	25.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	104	101	97.12%	42.57%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	133	131	98.50%	27.48%
English Learners	41	41	100.00%	7.32%
Students with Disabilities	19	18	94.74%	5.56%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/19/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/19/2018

Career Technical Education (CTE) Programs (School Year 2017—18)

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), Architecture and Engineering (Computer Aided Drafting), Agriculture and Natural Resources, Hospitality (Culinary Arts) Health and Medical Careers, and Transportation (Automotive).

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) 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.

Last updated: 12/17/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	741
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	40.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	94.0%

Last updated: 12/17/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.1%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	44.9%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
9	17.8%	15.9%	45.7%

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.

Last updated: 12/17/2018

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 2018—19)

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. Communication between school and home is strong. 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 growing usage of Haiku/Powerschool to provide content from classes directly to students and their parents. Among many opportunities for parent involvement in committees are: School Site Council (SSC), VCHS Foundation, and parent advisories (i.e. Migrant ELAC, Title VII Parent Advisory, CTE Advisory). Finally, while parents are involved in many areas, there is an ongoing need for assistance with a variety of clerical, tutoring and other tasks that could be met through even greater parent participation.

State Priority: Pupil Engagement

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

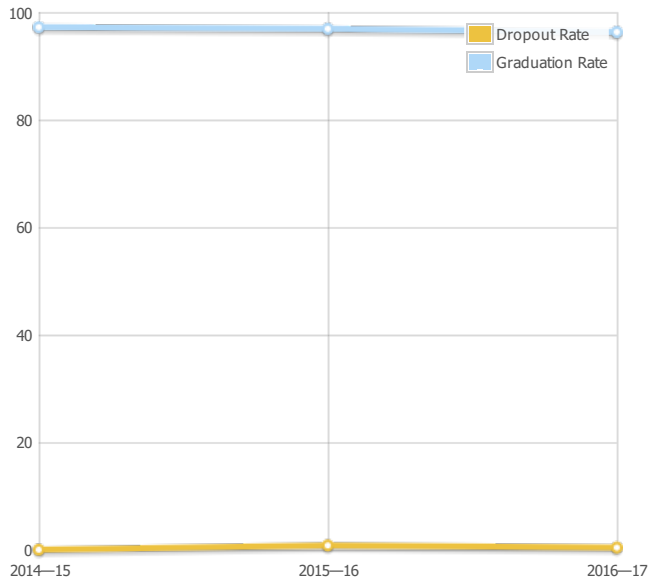
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.8%	0.3%	1.4%	10.7%	9.7%
Graduation Rate	97.2%	96.9%	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.4%	1.2%	9.1%
Graduation Rate	96.3%	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/17/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.3%	93.1%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	88.9%	91.2%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	66.7%	93.5%
Hispanic or Latino	98.4%	96.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	96.4%	91.9%	92.1%
Two or More Races	50.0%	50.0%	91.2%
Socioeconomically Disadvantaged	93.3%	92.8%	88.6%
English Learners	72.2%	76.0%	56.7%
Students with Disabilities	79.3%	80.0%	67.1%
Foster Youth	0.0%	100.0%	74.1%

State Priority: School Climate

Last updated: 12/17/2018

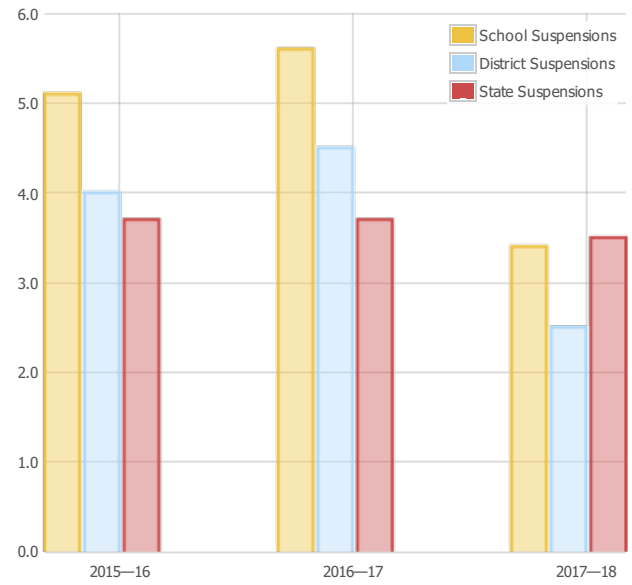
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

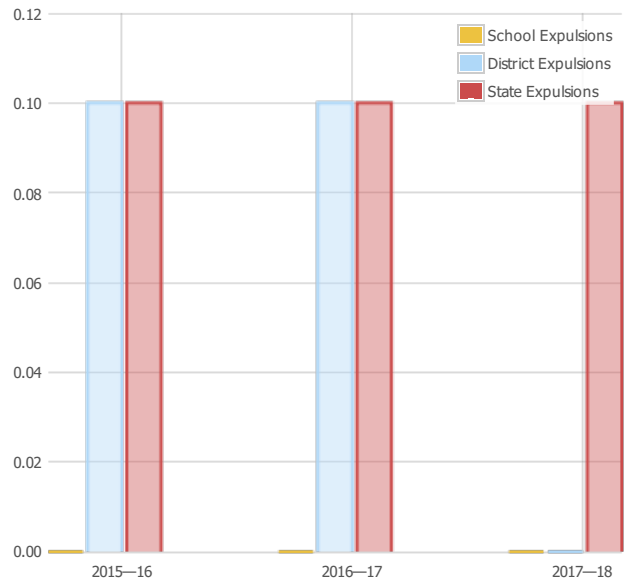
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.1%	5.6%	3.4%	4.0%	4.5%	2.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/17/2018

School Safety Plan (School Year 2018—19)

The Valley Center-Pauma Unified District School Safety Committee reviews the School Safety Plans for all sites at the beginning of each year. The Valley Center High School Safety Plan is annually reviewed and updated and provides 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 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 year with Disaster Preparedness information, an evacuation plan, and a current map of the school.

Last updated: 12/17/2018

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) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	19	23	10
Mathematics	22.0	18	20	12
Science	27.0	4	13	4
Social Science	20.0	20	14	10

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	24	26	6
Mathematics	22.0	21	19	10
Science	23.0	8	9	4
Social Science	20.0	20	18	9

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	25	24	9
Mathematics	24.0	16	23	9
Science	24.0	6	15	3
Social Science	17.0	26	19	7

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

Last updated: 12/17/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 12/17/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

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	$82055.0
Percent Difference – School Site and District	N/A	N/A	3.9%	5.5%
State	N/A	N/A	$6574.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	30.3%	10.4%

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

Last updated: 12/17/2018

Types of Services Funded (Fiscal Year 2017—18)

Valley Center High School offers programs that support studentst in accessing their education while also ensuring the socio-emotional wellbeing. A rich and well developed aftter school program provides tutoring services in cores subjects including English, math, science, and social sciences. Students also have the opportunity to participate in online credit recovery programs through the Edgenuity online learning platform. Valley Center High School has been fortunate to provide instructional coaching through two on site teachers who are released to work with teachers to provide 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 laptops, Chromebooks, and iPads are provided to students to access the internet, create media rich presentations and use online resources that are embeded 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 MTSS and RTI offerings. 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.

We pride ourselves in 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 leading students to entry level employment or continued advanced training in community colleges or technical institutions.

Last updated: 12/20/2018

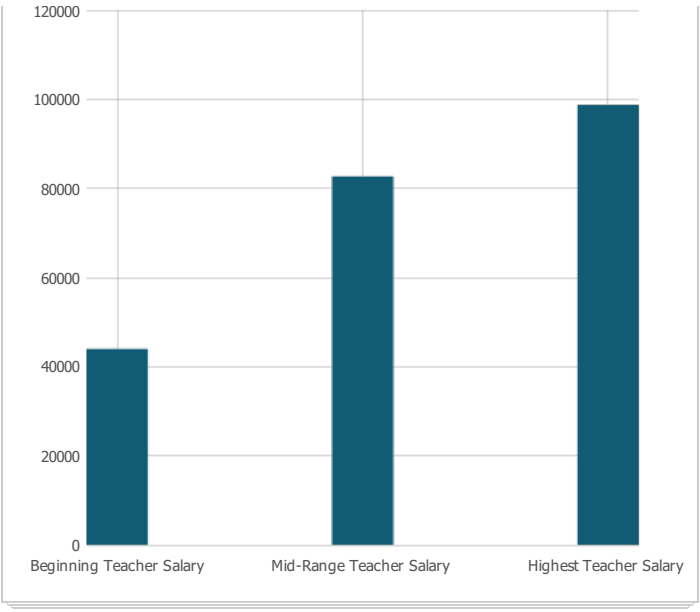
Teacher and Administrative Salaries (Fiscal Year 2016—17)

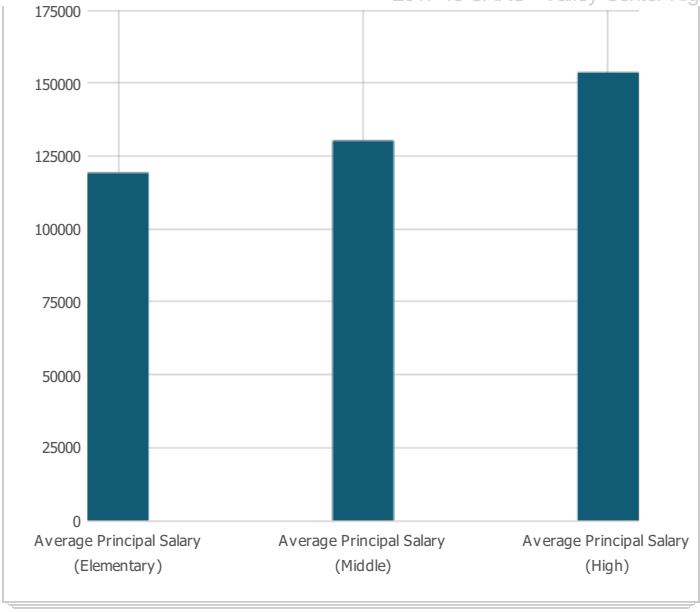
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart





Last updated: 12/17/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	10	N/A
All Courses	22	23.9%

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

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

Last updated: 12/17/2018

Professional Development

With the support of the district, Valley Center High School participates in staff development training workshop days every year. Principals go over with the PLC groups the student achievement data and analyze and focus on areas of imporovement. The primary areas of focus are in all core subjects and the state standards. The staff is also provided training through workshops and individual conferences throughout the year. Teachers are supported by the instructional coaches, department chairs, and through teacher-principal meetings.

Valley Center High School has been working to implement Postive Behavior Intervention and Supports (PBIS) and has sent teams of teachers to trainings to bring back techniques and information to share with teachers and site leadership. An ongoing area of growth has been in the area of literacy, specifically, writing application accross the curriculum. Coaching 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 demonstate mastery and understanding. Teachers share-out successful approaches and strategies with their PLC teams and with the school staff on the whole.

Last updated: 12/20/2018

Oak Glen High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

John O'Donnell, Principal

Principal, Oak Glen High

About Our School

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 helps 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. During the 2015-16 school year, Oak Glen underwent the Western Association of Schools and Colleges (WASC) self-study process. In March of 2016, a WASC visiting team spent three days validated the findings of our self- study. 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.

Principal's Comment

John O'Donnell

Contact

Oak Glen High
14172 West Oak Glen Rd.
Valley Center, CA 92082-4123

Phone: 760-751-0455
E-mail: odonnell.jo@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Oak Glen High
Street	14172 West Oak Glen Rd.
City, State, Zip	Valley Center, Ca, 92082-4123
Phone Number	760-751-0455
Principal	John O'Donnell, Principal
E-mail Address	odonnell.jo@vcpusd.org
Web Site	www.vcpusd.net/modules/cms/pages.phtml?pageid1048
County-District-School (CDS) Code	37756143731312

Last updated: 12/19/2018

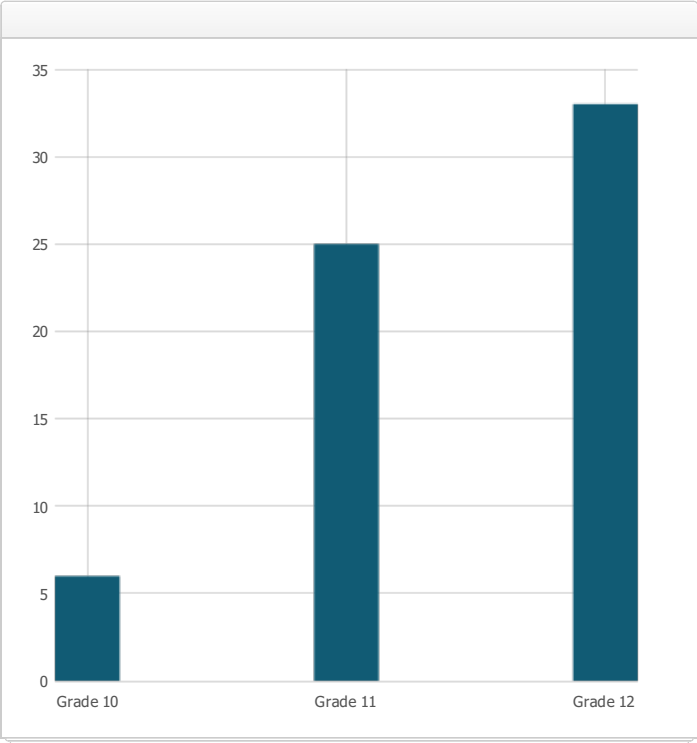
School Description and Mission Statement (School Year 2018—19)

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 in society.

Last updated: 12/19/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 10	6
Grade 11	25
Grade 12	33
Total Enrollment	64



Last updated: 12/19/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	14.1 %
Asian	%
Filipino	%
Hispanic or Latino	64.1 %
Native Hawaiian or Pacific Islander	%
White	17.2 %
Two or More Races	1.6 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.2 %
English Learners	14.1 %
Students with Disabilities	%
Foster Youth	6.3 %

A. Conditions of Learning

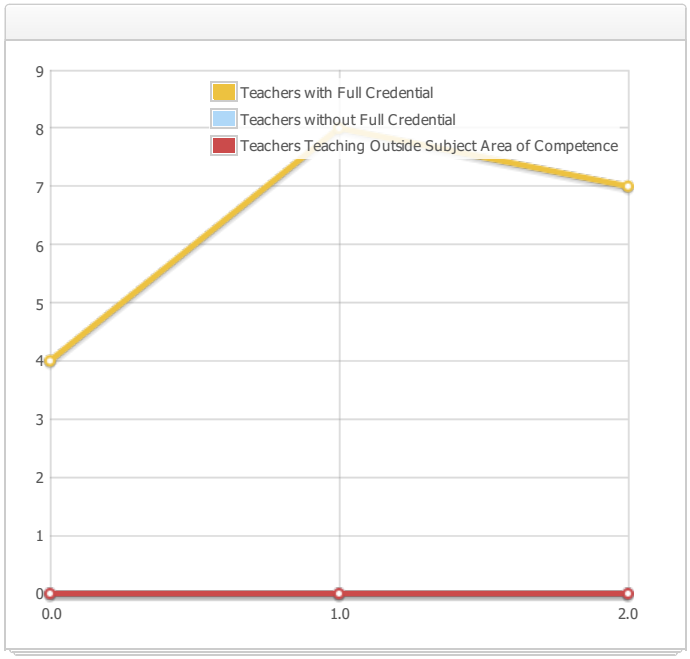
State Priority: Basic

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

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

Teacher Credentials

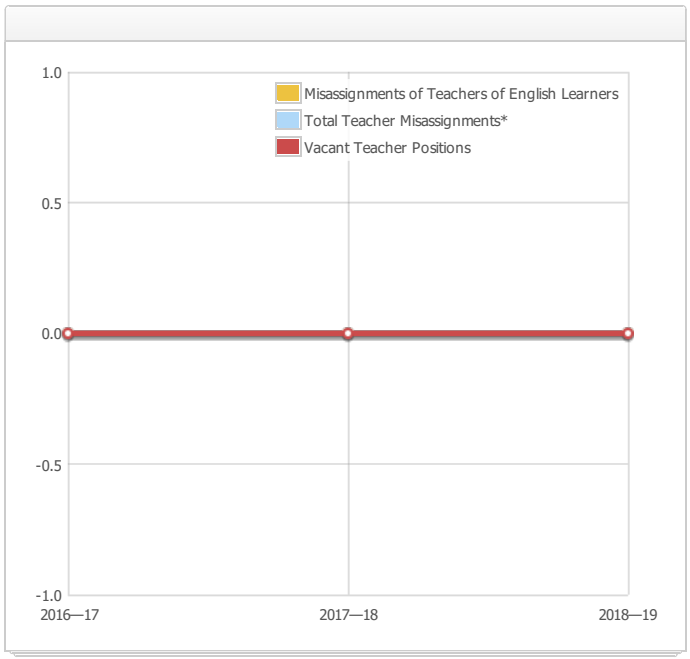
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	8	7	205
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/20/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/20/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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 4-12 Intervention "Language!" published by Glencoe McGraw-Hill (Spring 2001) "High Point", published by Hampton-Brown (Spring 2001)	Yes	100.0 %
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	100.0 %
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	100.0 %
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	100.0 %
Foreign Language			0.0 %
Health	Grade 9-12 "Health", published by Glencoe (Spring 2006)	Yes	100.0 %
Visual and Performing Arts			0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2018

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, and a computer lab.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 into the office.

Last updated: 12/20/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	10.0%	4.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/20/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	26	89.66%	3.85%
Male	13	11	84.62%	
Female	16	15	93.75%	6.67%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	17	17	100.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	21	20	95.24%	5.00%
English Learners	13	13	100.00%	
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	26	89.66%	
Male	13	11	84.62%	
Female	16	15	93.75%	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	17	17	100.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	21	20	95.24%	
English Learners	13	13	100.00%	
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/19/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/19/2018

Career Technical Education (CTE) Programs (School Year 2017—18)

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

Last updated: 12/19/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	15.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/19/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	41.5%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
9	--	0.0%	0.0%

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.

Last updated: 12/20/2018

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 2018—19)

Oak Glen encourages parents to become involved with the school through Title VII Advisory, School Site Council, and DELAC/ELAC Migrant Education Services.

State Priority: Pupil Engagement

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

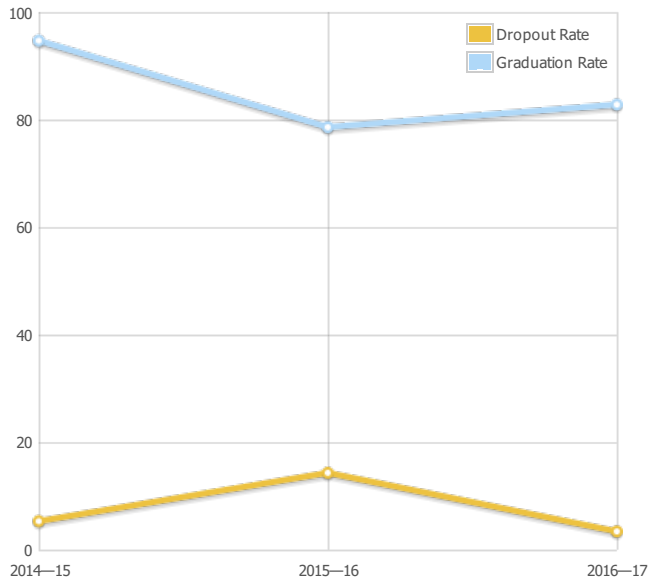
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	5.3%	14.3%	0.3%	1.4%	10.7%	9.7%
Graduation Rate	94.7%	78.6%	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	3.4%	1.2%	9.1%
Graduation Rate	82.8%	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/19/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	79.3%	93.1%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	66.7%	91.2%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	66.7%	93.5%
Hispanic or Latino	93.8%	96.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	62.5%	91.9%	92.1%
Two or More Races	100.0%	50.0%	91.2%
Socioeconomically Disadvantaged	84.6%	92.8%	88.6%
English Learners	85.7%	76.0%	56.7%
Students with Disabilities	0.0%	80.0%	67.1%
Foster Youth	100.0%	100.0%	74.1%

State Priority: School Climate

Last updated: 12/19/2018

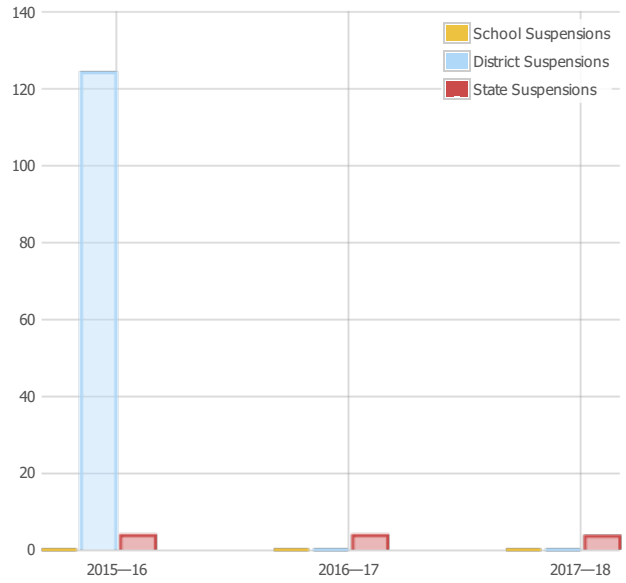
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

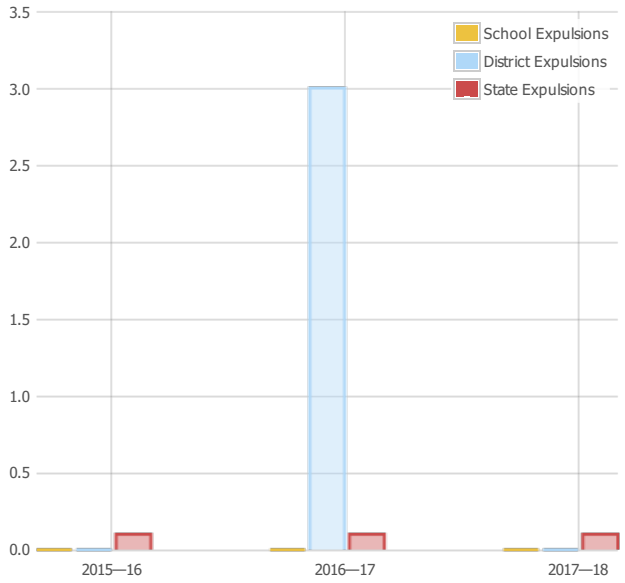
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	124.0%	0.0%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/19/2018

School Safety Plan (School Year 2018—19)

The 2018-2019 Standard Emergency Procedures Oak Glen High School Incident Command System Handbook was updated on 09/07/2018. The comprehensive safety handbook was presented to the School Site Council during the September 2018 meeting.

Last updated: 12/19/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/19/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	10.0	5		
Mathematics	13.0	3		
Science	8.0	2		
Social Science	14.0	4		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	4	1	
Mathematics	8.0	8		
Science	13.0	2		
Social Science	17.0	4		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	15.0	7		
Mathematics	10.0	5		
Science	13.0	3		
Social Science	16.0	4		

* 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.

Last updated: 12/19/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 12/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8936.0	$3285.0	$15788.0	$80457.0
District	N/A	N/A	$8936.0	$82055.0
Percent Difference – School Site and District	N/A	N/A	39.9%	7.6%
State	N/A	N/A	$6574.0	$63037.0
Percent Difference – School Site and State	N/A	N/A	166.6%	27.6%

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

Last updated: 12/19/2018

Types of Services Funded (Fiscal Year 2017—18)

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

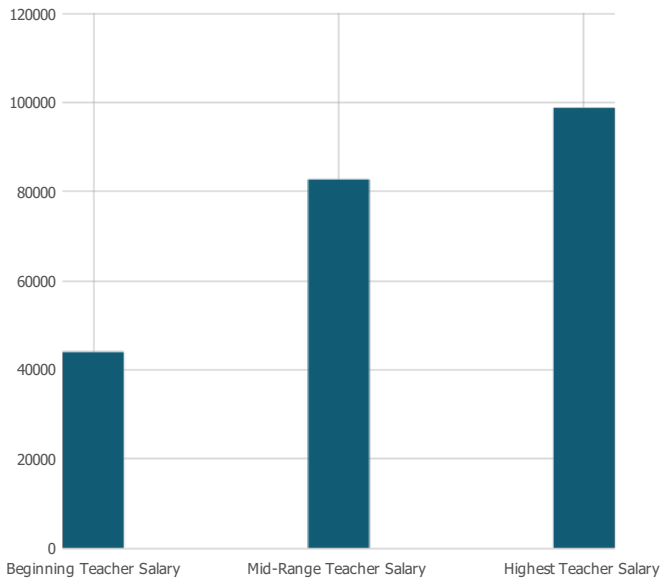
Last updated: 12/19/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

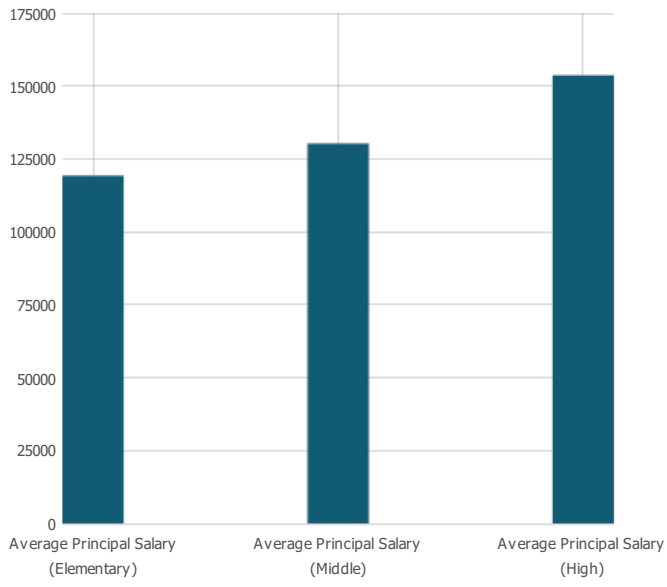
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/19/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/19/2018

Professional Development

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 attend conferences and workshops during the year in accordance to their specialty.

Last updated: 12/19/2018

Valley Center Prep

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

John O'Donnell, Principal

Principal, Valley Center Prep

About Our School

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 manner. 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 an 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 human potential.

Contact

Valley Center Prep
28751-U Cole Grade Rd.
Valley Center, CA 92082

Phone: 760-751-0455
E-mail: odonnell.jo@vcpusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
E-mail Address	mccowan.ro@vcpusd.org
Web Site	www.vcpusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Valley Center Prep
Street	28751-U Cole Grade Rd.
City, State, Zip	Valley Center, Ca, 92082
Phone Number	760-751-0455
Principal	John O'Donnell, Principal
E-mail Address	odonnell.jo@vcpusd.org
Web Site	www.vcpusd.net/modules/cms/pages.phtml?pageid1049
County-District-School (CDS) Code	37756143731601

Last updated: 12/19/2018

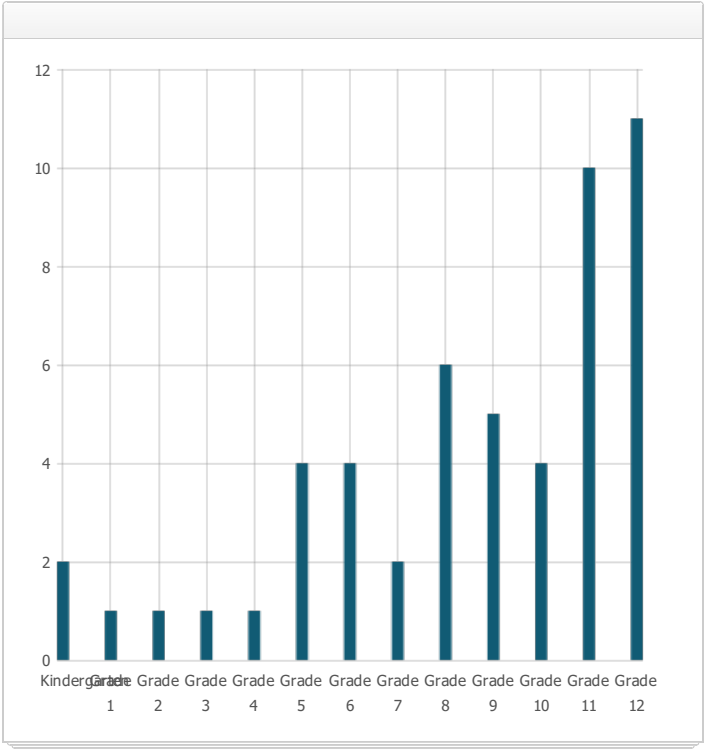
School Description and Mission Statement (School Year 2018—19)

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 manner. 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 an 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 potenial.

Last updated: 12/19/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	4
Grade 6	4
Grade 7	2
Grade 8	6
Grade 9	5
Grade 10	4
Grade 11	10
Grade 12	11
Total Enrollment	52



Last updated: 12/19/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	34.6 %
Asian	1.9 %
Filipino	%
Hispanic or Latino	32.7 %
Native Hawaiian or Pacific Islander	1.9 %
White	19.2 %
Two or More Races	9.6 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.2 %
English Learners	3.8 %
Students with Disabilities	7.7 %
Foster Youth	%

A. Conditions of Learning

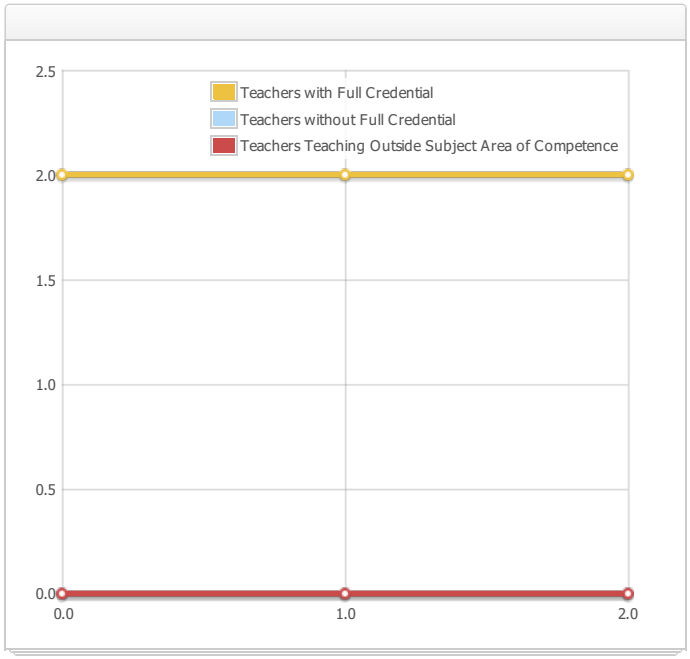
State Priority: Basic

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

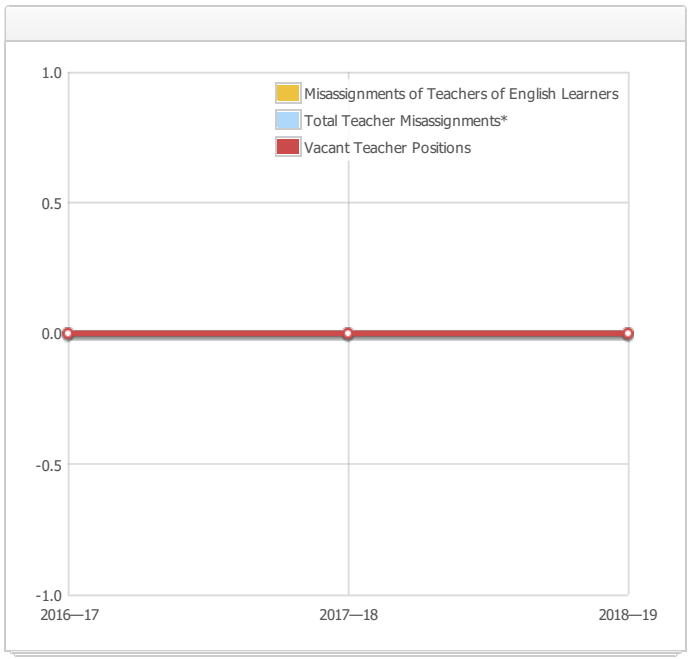
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	2	2	2	202
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/19/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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	0.0 %
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 "Honors Pre Calc – Functions Modeling Change" Wiley (Spring 2007)	Yes	0.0 %
Science	Grades K-6 "California Science", published by MacMillan-McGraw-Hill - (June 2007) 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) 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)	Yes	0.0 %

	"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) "Oceanography, An invitation to Marine Science", published by Thomson (June 2007) "College Physics", published by Prentice Hall (June 2015)		
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" 3 "California Communities" 4 "Our Golden State" 5 "Making a New Nation" 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" 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)	Yes	0.0 %
Foreign Language			0.0 %
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	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	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. 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 into the office.

Last updated: 12/19/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	24.0%	38.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	14.0%	21.0%	23.0%	37.0%	38.0%

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.

Last updated: 12/20/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	29	72.50%	24.14%
Male	16	11	68.75%	18.18%
Female	24	18	75.00%	27.78%
Black or African American				
American Indian or Alaska Native	15	--	53.33%	
Asian				
Filipino				
Hispanic or Latino	13	--	76.92%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	27	19	70.37%	26.32%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	28	70.00%	14.29%
Male	16	11	68.75%	9.09%
Female	24	17	70.83%	17.65%
Black or African American				
American Indian or Alaska Native	15	--	46.67%	
Asian				
Filipino				
Hispanic or Latino	13	--	76.92%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	27	18	66.67%	16.67%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/19/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/19/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	52.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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

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.

Last updated: 12/20/2018

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 2018—19)

VC Prep invites parents to be involved in School Site Council.The School Site Council is a 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 generally 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):

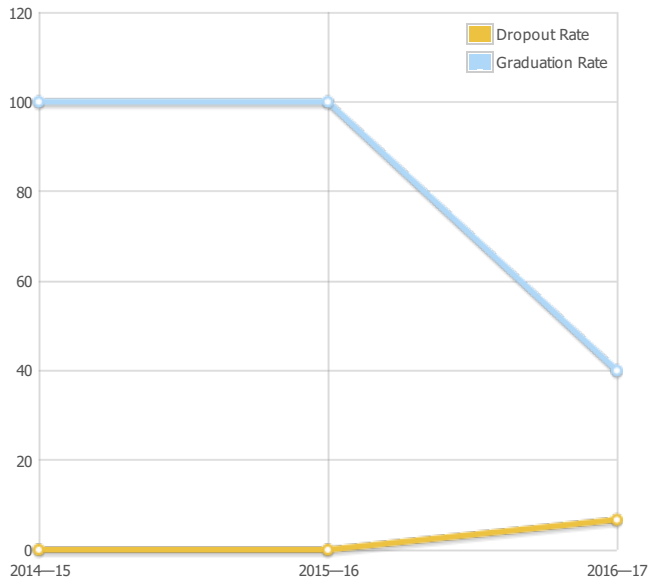
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	0.3%	1.4%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	96.9%	96.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.7%	1.2%	9.1%
Graduation Rate	40.0%	90.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/19/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	64.7%	93.1%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	100.0%	91.2%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	66.7%	93.5%
Hispanic or Latino	50.0%	96.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	50.0%	91.9%	92.1%
Two or More Races	0.0%	50.0%	91.2%
Socioeconomically Disadvantaged	100.0%	92.8%	88.6%
English Learners	0.0%	76.0%	56.7%
Students with Disabilities	0.0%	80.0%	67.1%
Foster Youth	0.0%	100.0%	74.1%

State Priority: School Climate

Last updated: 12/19/2018

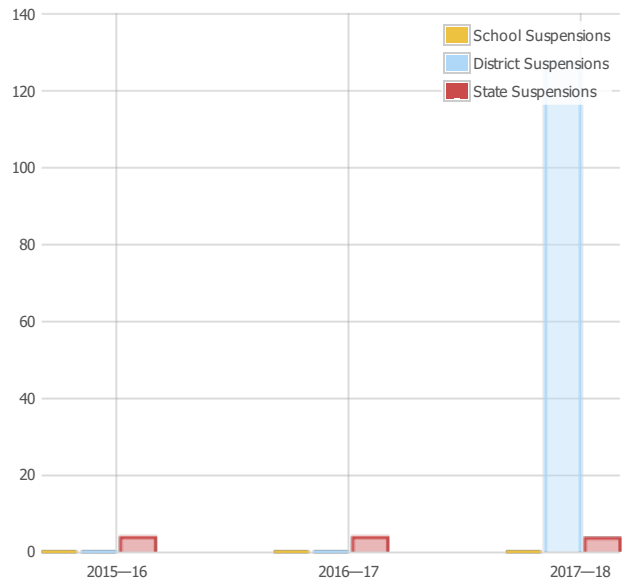
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

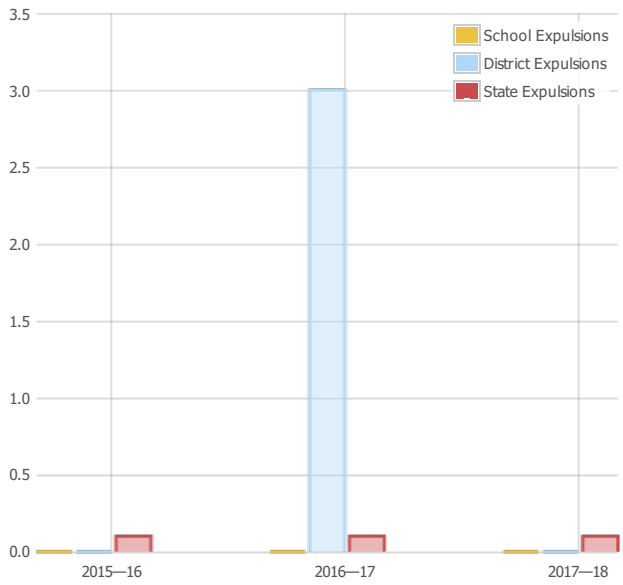
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	127.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/19/2018

School Safety Plan (School Year 2018—19)

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 reviewed September 2018.

Last updated: 12/20/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/20/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	8		
Mathematics	3.0	7		
Science	2.0	9		
Social Science	5.0	11		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	10		
Mathematics	3.0	6		
Science	3.0	8		
Social Science	3.0	12		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	10		
Mathematics	3.0	6		
Science	2.0	6		
Social Science	3.0	8		

* 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.

Last updated: 12/19/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

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

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

*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.

Last updated: 12/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

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	$82055.0
Percent Difference – School Site and District	N/A	N/A	25.1%	-1.7%
State	N/A	N/A	$6574.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	138.4%	16.5%

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

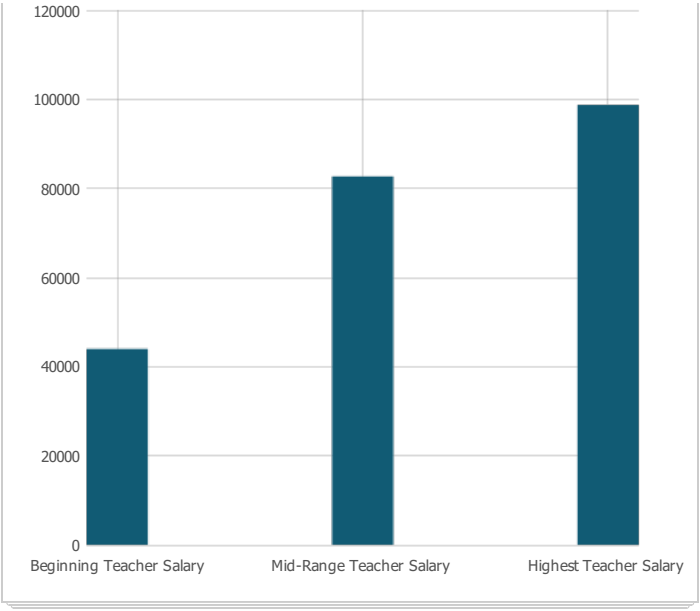
Last updated: 12/19/2018

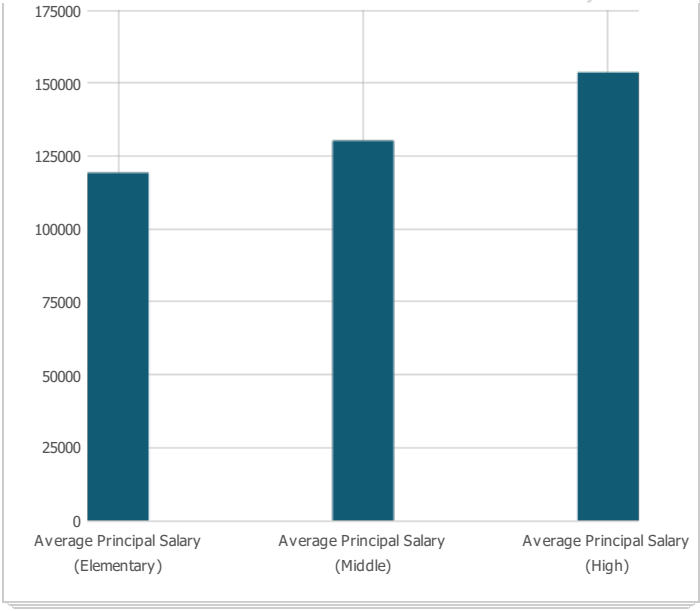
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,980	$45,681
Mid-Range Teacher Salary	$82,682	$70,601
Highest Teacher Salary	$98,732	$89,337
Average Principal Salary (Elementary)	$119,243	$110,053
Average Principal Salary (Middle)	$130,261	$115,224
Average Principal Salary (High)	$153,658	$124,876
Superintendent Salary	$210,809	$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart	Principal Salary Chart





Last updated: 12/19/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/19/2018

Professional Development

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.

Last updated: 12/20/2018

mhs MENTAL HEALTH SYSTEMS

MEMORANDUM OF UNDERSTANDING
Regarding Information Sharing

PARTIES
The parties to this Memorandum of Understanding are the Valley Center Middle School and Mental Health Systems, Inc. (collectively, the "Parties").

PURPOSE
This Memorandum of Understanding ("MOU") is for the sole purpose of defining the boundaries of information sharing between the Parties hereto to facilitate the effective provision of services for students and their families, while abiding by laws, rules and regulations protecting confidentiality.

TERM AND TERMINATION IN WRITING OF MOU
This MOU covers the period of **December 1 2018** to **December 1 2019** and must be reviewed annually by the Parties. Any of the Parties may withdraw their own participation in this MOU at any time for any reason.

WHEREAS, according to 34 CPR§ 99.3 Education Records exclusions, "Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, the Family Educational Rights and Privacy Act (FERPA) allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific state law." (See also Ed. Code§ 49076(b)(l).) Pupil records may also be accessed by members of a school attendance review board for legitimate educational purposes (Ed. Code § 49076(a); and

WHEREAS, Welfare and Institutions Code§ 18986.40 defines "program" as including a progr-.tm established by county governments, local educational agencies, or consortia of public and private agencies, to jointly provide two or more of enumerated services to children and/or their families, including: (1) educational services for children at risk of dropping out, or who need additional educational services to be successful; (2) Health care; (3) All mental health diagnostic and treatment services, including medication; (4) Substance abuse prevention, identification and treatment; (5) Child abuse prevention, identification and treatment; (6) Nutrition services; (7) Child care and development services; (8) Juvenile justice services; (9) Child welfare services; (10) early intervention and prevention services; (l I) Crisis intervention services, as defined; (12) Any other service which will enhance the health, development, and well-being of children and their families; and

WHEREAS, the Parties hereto jointly provide a program to children and their families, a described above, and have identified qualified persons to serve on a multidisciplinary team, as defined in Welfare and Institutions Code§ 18951; and

WHEREAS, Welfare and Institutions Code § 18986.46 allows members of a multidisciplinary services team within a program to share information and/or records relevant to the formation of an integrated services plan and to the delivery of services to children and their families so long as the minor or his/her representative, including the court which has jurisdiction over those children who are wards or dependents of the court, consent to such a sharing of information and/or records; and

WHEREAS, Welfare and Institutions Code§ 18986.46 provides that the sharing of information between members of a multidisciplinary services team within a program shall be governed by memoranda of understanding between the agencies represented on the multidisciplinary team; and

WHEREAS, records maintained by the County of San Diego Probation Department relating to any and all public assistance programs are confidential as are all client information collected and maintained by the Department of Social Services;

WHEREAS, Welfare and Institutions Code § 827 makes confidential all information pertaining to minors who are alleged to be victims of abuse or neglect, but allows inspection by the multidisciplinary team; and

WHEREAS, Welfare and Institutions Code§ 830 provides that, notwithstanding any other provision of law, members of a multidisciplinary personnel team engaged in the prevention, identification, treatment of child abuse to disclose and exchange information and writings to and with one another relating to any incidents of child abuse that may also be a part of a juvenile court record or otherwise designated as confidential under state law if the member of the team having that information or writing reasonably believes it is generally relevant to the prevention, identification, or treatment of child abuse; and

WHEREAS, Welfare and Institutions Code§ 830 and Welfare and Institutions Code § 10850.1 also provide that all discussions relative to the disclosure or exchange of any such information or writings during team meetings are confidential and, notwithstanding any other provision of law. Testimony concerning any such discussion is not admissible in any

criminal, civil, or juvenile court proceeding; and

WHEREAS, Welfare and Institutions Code § 10850. l provides that the activities of a multidisciplinary personnel team engaged in the prevention, identification, and treatment of child abuse are activities performed in the administration of public social services, and a member of a team may disclose and exchange any information or writing that is also kept or maintained in connection with any program of public social services or otherwise designated as confidential under state Law which he or she reasonably believes is relevant to the prevention, identification, or treatment of child abuse or the abuse of elder or dependent persons to other members of the team; and

WHEREAS, Welfare and Institutions Code§ 18951 defines "Multidisciplinary personnel" to mean any team of three or more persons who are trained in the prevention, identification and treatment of child abuse and neglect cases who are qualified to provide a broad range of services related to child abuse and that the team may include, but not be limited to:

1. Psychiatrists, psychologists or other trained counseling personnel.
2. Police Officer or other Law enforcement agents.
3. Medical personnel with sufficient training to provide health services.
4. Social workers with experience or training in child abuse prevention.
5. Any public or private school teacher, administrative officer, supervisor or child welfare and attendance, or certified pupil personnel employee; and

WHEREAS, Welfare and Institutions Code § 18964 (a) provides a person who is trained and qualified to serve on a multidisciplinary personnel team pursuant to subdivision (d) of Section 1895 l, whether or not the person is serving on a team, may be deemed, by the team, to be a part of the team as necessary for the purpose of prevention, identification, management, or treatment of an abused child and his or her parents; that the designated team may deem a person to be a member of the learn for a particular case, and that the team shall specify its reasons, in writing, or deeming that person to be a member or the team: and that die person, when deemed a member of the team, may receive and disclose information relevant to a particular case as though he or she were a member of the team; and

WHEREAS, regarding one to one communication between members of the workgroup it must be established prior to the sharing of information that the members have a mutual client for sharing of detailed client information;

WHEREAS according to the Office for Civil Rights regarding schools:

"At the elementary or secondary school level, student immunization and other health records that are maintained by a school district or individual school, including a school- operated health clinic, that receives funds under any program administered by the U.S. Department of Education are "education records" subject to FERPA, including health and medical records maintained by a school nurse who is employed by or under contract with a school or school district. Some schools may receive a grant from a foundation or government agency to hire a nurse, Notwithstanding the source of the funding, if the nurse is hired as a school official (or contractor), the records maintained by the nurse or clinic are "education records subject" to FERPA." and

"An (other) exception permits the disclosure of education records, without consent, to appropriate parties in connection with an emergency, if knowledge of the information is necessary lo protect the health or safety of the student or other individuals. See 34 CFR § § 99.3 I (a)(10) and 99.36." http://www.hhs.uov/ocr/hipaa/HlPAAPERPAjointguide.pdf

THE PARTIES HERETO AGREE THAT:

INFORMATION SHARING

Each entity is individually responsible for abiding by the applicable laws and regulations pertaining to the data each has, collected regarding their clients. Nothing in this MOU shall relieve an entity from abiding by relevant laws or regulation.

Group discussions for the purpose of improving coordinated services, outcome measurements, and efficacy of services, intervention trends or strategies will be limited to the specific data elements as identified by each group in the attached Appendix A. Supervisors for each entity will provide the identified information so that the presenter in the workgroup will not know the identity of the individual who is subject of the discussion. Information will be limited to the fields identified by each entity in the attached charts.

In the event common interest arises in serving an unidentified client, additional information may be shared by supervisors but only additional information that is relevant to the requesting entity's services. The additional information may only be shared between the group members that will be providing services and in closed session between the interested parties.

The Parties agree to defend, indemnify and hold free and harmless the innocent Party, its officers, agents, and employees against any and all claims, causes of action, judgments, and liens arisen from or alleged to have arisen from the acting Party's performance or lack of thereof under this Agreement.

All information shared will be treated as confidential and not disclosed by the recipient unless it is for the purpose of developing comprehensive services or by legal mandate.

Acknowledged and Accepted by the Parties:

Title: _____	Date
School District: _____	
Title: President & CEO	Date
Organization: Mental Health Systems, Inc.	

APPENDIX A

-MHS will be available for consultation with Valley Center Middle School staff as needed.
-MHS will coordinate client care and share information to enhance treatment for clients as deemed appropriate.
-Work collaboratively with MHS team members regarding treatment planning and tracking of outcomes.
-Valley Center Middle School will share information and coordinate care for clients with MHS in order to enhance treatment and care as deemed necessary.
-Be available for consultation with mental health/case management staff as needed.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: January 10, 2019

TO: MEMBERS OF THE BOARD

FROM: Damon Brown, Network Systems Supervisor

SUBJECT: Obsolete Equipment to be Discarded

- ☒ **Action**
- ☐ **First Reading**
- ☐ **Information**
- ☐ **Presentation**
- ☐ **Public Hearing**

BACKGROUND INFORMATION: The Technology department has identified the attached list of equipment as items that need to be discarded. Some of this equipment no longer meets the needs of the District or serves a purpose on the VCPUSD network.

REPORT/PROPOSAL: Once approval has been granted, the equipment will be sold for the highest price possible.

FINANCIAL IMPACT: Proceeds from the sale will be used to offset the expense of new equipment.

RECOMMENDATION: It is recommended the Board consider discarding the equipment on the attached list.

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description		Manufactured Year	Condition
59681	Apple iPAD2 16GB		2011	OBSOLETE
54404	Apple iPAD2 16GB		2011	Damaged
54406	Apple iPAD2 16GB		2011	OBSOLETE
54411	Apple iPAD2 16GB		2011	OBSOLETE
59685	Apple iPAD2 16GB		2011	OBSOLETE
54417	Apple iPAD2 16GB		2011	OBSOLETE
60636	Apple iPAD2 16GB		2011	OBSOLETE
54419	Apple iPAD2 16GB		2011	OBSOLETE
59684	Apple iPAD2 16GB		2011	OBSOLETE
54433	Apple iPAD2 16GB		2011	OBSOLETE
54435	Apple iPAD2 16GB		2011	OBSOLETE
54439	Apple iPAD2 16GB		2011	OBSOLETE
54450	Apple iPAD2 16GB		2011	OBSOLETE
54453	Apple iPAD2 16GB		2011	OBSOLETE
54458	Apple iPAD2 16GB		2011	OBSOLETE
54461	Apple iPAD2 16GB		2011	OBSOLETE
54477	Apple iPAD2 16GB		2011	OBSOLETE
54479	Apple iPAD2 16GB		2011	OBSOLETE
54481	Apple iPAD2 16GB		2011	OBSOLETE
54485	Apple iPAD2 16GB		2011	OBSOLETE
54487	Apple iPAD2 16GB		2011	OBSOLETE
54490	Apple iPAD2 16GB		2011	OBSOLETE
54491	Apple iPAD2 16GB		2011	OBSOLETE
54493	Apple iPAD2 16GB		2011	OBSOLETE
54498	Apple iPAD2 16GB		2011	OBSOLETE
54499	Apple iPAD2 16GB		2011	OBSOLETE
54387	Apple iPAD2 16GB		2011	OBSOLETE
54390	Apple iPAD2 16GB		2011	OBSOLETE
54393	Apple iPAD2 16GB		2011	OBSOLETE
57709	Apple iPAD2 16GB		2011	OBSOLETE
57715	Apple iPAD2 16GB		2011	OBSOLETE
57711	Apple iPAD2 16GB		2011	OBSOLETE
57710	Apple iPAD2 16GB		2011	OBSOLETE
53165	Apple iPAD2 3G	32 GB WHITE	2011	OBSOLETE
54960	Apple iPAD2 16G		2011	OBSOLETE
57469	Apple iPAD2 16GB		2011	OBSOLETE
54963	Apple iPAD2 16G		2011	OBSOLETE
54965	Apple iPAD2 16G		2011	OBSOLETE
54970	Apple iPAD2 16G		2011	OBSOLETE
54974	Apple iPAD2 16G		2011	OBSOLETE

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description	Manufactured Year	Condition
54981	Apple iPAD2 16G	2011	OBSOLETE
54982	Apple iPAD2 16G	2011	OBSOLETE
54984	Apple iPAD2 16G	2011	OBSOLETE
54985	Apple iPAD2 16G	2011	OBSOLETE
54988	Apple iPAD2 16G	2011	OBSOLETE
54993	Apple iPAD2 16GB	2011	
56899	Apple iPAD2 16GB	2011	OBSOLETE
56923	Apple iPAD2 16GB	2010	OBSOLETE
57317	Apple iPAD2 WiFi	2010	OBSOLETE
56925	Apple iPAD2 WiFi	2010	OBSOLETE
56927	Apple iPAD2 WiFi	2010	OBSOLETE
56928	Apple iPAD2 WiFi	2010	OBSOLETE
56929	Apple iPAD2 WiFi	2010	OBSOLETE
56930	Apple iPAD2 WiFi	2010	OBSOLETE
56931	Apple iPAD2 16GB	2010	OBSOLETE
56932	Apple iPAD2 WiFi	2010	OBSOLETE
56933	Apple iPAD2 WiFi	2010	OBSOLETE
56935	Apple iPAD2 WiFi	2010	OBSOLETE
56936	Apple iPAD2 WiFi	2010	OBSOLETE
56937	Apple iPAD2 WiFi	2010	OBSOLETE
56939	Apple iPAD2 WiFi	2010	OBSOLETE
56941	Apple iPAD2 WiFi	2010	OBSOLETE
56942	Apple iPAD2 WiFi	2010	OBSOLETE
56943	Apple iPAD2 WiFi	2010	OBSOLETE
56945	Apple iPAD2 WiFi	2010	OBSOLETE
56949	Apple iPAD2 WiFi	2010	OBSOLETE
56950	Apple iPAD2 16GB	2010	OBSOLETE
56951	Apple iPAD2 WiFi	2010	OBSOLETE
56952	Apple iPAD2 WiFi	2010	OBSOLETE
56954	Apple iPAD2 WiFi	2010	OBSOLETE
56956	Apple iPAD2 WiFi	2010	OBSOLETE
56957	Apple iPAD2 WiFi	2010	OBSOLETE
56960	Apple iPAD2 WiFi	2010	OBSOLETE
56961	Apple iPAD2 WiFi	2010	OBSOLETE
56962	Apple iPAD2 16GB	2010	OBSOLETE
56963	Apple iPAD2 WiFi	2010	OBSOLETE
56964	Apple iPAD2 WiFi	2010	OBSOLETE
56965	Apple iPAD2 WiFi	2010	OBSOLETE
56969	Apple iPAD2 WiFi	2010	OBSOLETE
56970	Apple iPAD2 WiFi	2010	OBSOLETE

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description	Manufactured Year	Condition
56971	Apple iPAD2 WiFi	2010	OBSOLETE
56972	Apple iPAD2 WiFi	2010	OBSOLETE
56973	Apple iPAD2 WiFi	2010	OBSOLETE
56974	Apple iPAD2 WiFi	2010	OBSOLETE
56975	Apple iPAD2 WiFi	2010	OBSOLETE
59637	Apple iPAD2 WiFi	2010	OBSOLETE
56977	Apple iPAD2 WiFi	2010	OBSOLETE
56978	Apple iPAD2 WiFi	2010	OBSOLETE
56979	Apple iPAD2 WiFi	2010	OBSOLETE
56980	Apple iPAD2 WiFi	2010	OBSOLETE
56981	Apple iPAD2 WiFi	2010	OBSOLETE
56982	Apple iPAD2 16GB	2010	OBSOLETE
56983	Apple iPAD2 WiFi	2010	OBSOLETE
56984	Apple iPAD2 WiFi	2010	OBSOLETE
56985	Apple iPAD2 WiFi	2010	OBSOLETE
56986	Apple iPAD2 16GB	2010	OBSOLETE
56987	Apple iPAD2 WiFi	2010	OBSOLETE
56989	Apple iPAD2 WiFi	2010	OBSOLETE
56990	Apple iPAD2 WiFi	2010	OBSOLETE
56991	Apple iPAD2 WiFi	2010	OBSOLETE
56992	Apple iPAD2 16GB	2010	OBSOLETE
56994	Apple iPAD2 WiFi	2010	OBSOLETE
56996	Apple iPAD2 WiFi	2010	OBSOLETE
56997	Apple iPAD2 16GB	2010	OBSOLETE
56998	Apple iPAD2 WiFi	2010	OBSOLETE
56999	Apple iPAD2 WiFi	2010	OBSOLETE
57002	Apple iPAD2 16GB	2010	OBSOLETE
57003	Apple iPAD2 WiFi	2010	OBSOLETE
57004	Apple iPAD2 WiFi	2010	OBSOLETE
57006	Apple iPAD2 WiFi	2010	OBSOLETE
57008	Apple iPAD2 WiFi	2010	OBSOLETE
57010	Apple iPAD2 WiFi	2010	OBSOLETE
57011	Apple iPAD2 WiFi	2010	OBSOLETE
57013	Apple iPAD2 WiFi	2010	OBSOLETE
57015	Apple iPAD2 WiFi	2010	OBSOLETE
57016	Apple iPAD2 WiFi	2010	OBSOLETE
57017	Apple iPAD2 WiFi	2010	OBSOLETE
57018	Apple iPAD2 WiFi	2010	OBSOLETE
57019	Apple iPAD2 WiFi	2010	OBSOLETE
57020	Apple iPAD2 16GB	2010	OBSOLETE

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description	Manufactured Year	Condition
57021	Apple iPAD2 16GB	2010	OBSOLETE
57022	Apple iPAD2 WiFi	2010	OBSOLETE
57025	Apple iPAD2 16GB	2010	OBSOLETE
57026	Apple iPAD2 WiFi	2010	OBSOLETE
57027	Apple iPAD2 WiFi	2010	OBSOLETE
57028	Apple iPAD2 WiFi	2010	OBSOLETE
57029	Apple iPAD2 WiFi	2010	OBSOLETE
57030	Apple iPAD2 WiFi	2010	OBSOLETE
57032	Apple iPAD2 WiFi	2010	OBSOLETE
57034	Apple iPAD2 WiFi	2010	OBSOLETE
57035	Apple iPAD2 WiFi	2010	OBSOLETE
57039	Apple iPAD2 WiFi	2010	OBSOLETE
57040	Apple iPAD2 WiFi	2010	OBSOLETE
57041	Apple iPAD2 WiFi	2010	OBSOLETE
57043	Apple iPAD2 WiFi	2010	OBSOLETE
57044	Apple iPAD2 WiFi	2010	OBSOLETE
57047	Apple iPAD2 WiFi	2010	OBSOLETE
57048	Apple iPAD2 WiFi	2010	OBSOLETE
57049	Apple iPAD2 WiFi	2010	OBSOLETE
57050	Apple iPAD2 WiFi	2010	OBSOLETE
57051	Apple iPAD2 WiFi	2010	OBSOLETE
57052	Apple iPAD2 WiFi	2010	OBSOLETE
57053	Apple iPAD2 WiFi	2010	OBSOLETE
57054	Apple iPAD2 WiFi	2010	OBSOLETE
57055	Apple iPAD2 WiFi	2010	OBSOLETE
57056	Apple iPAD2 WiFi	2010	OBSOLETE
57057	Apple iPAD2 WiFi	2010	OBSOLETE
57058	Apple iPAD2 WiFi	2010	OBSOLETE
57059	Apple iPAD2 WiFi	2010	OBSOLETE
57060	Apple iPAD2 16GB	2010	OBSOLETE
57063	Apple iPAD2 WiFi	2010	OBSOLETE
57064	Apple iPAD2 WiFi	2010	OBSOLETE
57065	Apple iPAD2 WiFi	2010	OBSOLETE
57066	Apple iPAD2 WiFi	2010	OBSOLETE
57067	Apple iPAD2 16GB	2010	OBSOLETE
57068	Apple iPAD2 WiFi	2010	OBSOLETE
57070	Apple iPAD2 WiFi	2010	OBSOLETE
57073	Apple iPAD2 WiFi	2010	OBSOLETE
57074	Apple iPAD2 WiFi	2010	OBSOLETE
57076	Apple iPAD2 WiFi	2010	OBSOLETE

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description	Manufactured Year	Condition
57079	Apple iPAD2 WiFi	2010	OBSOLETE
57081	Apple iPAD2 WiFi	2010	OBSOLETE
57084	Apple iPAD2 WiFi	2010	OBSOLETE
59584	Apple iPAD2 WiFi	2010	OBSOLETE
57086	Apple iPAD2 WiFi	2010	OBSOLETE
57088	Apple iPAD2 WiFi	2010	OBSOLETE
57089	Apple iPAD2 WiFi	2010	OBSOLETE
57090	Apple iPAD2 WiFi	2010	OBSOLETE
57091	Apple iPAD2 16GB	2010	OBSOLETE
57092	Apple iPAD2 WiFi	2010	OBSOLETE
57093	Apple iPAD2 WiFi	2010	OBSOLETE
57095	Apple iPAD2 WiFi	2010	OBSOLETE
57097	Apple iPAD2 WiFi	2010	OBSOLETE
57098	Apple iPAD2 WiFi	2010	OBSOLETE
57101	Apple iPAD2 WiFi	2010	OBSOLETE
57103	Apple iPAD2 WiFi	2010	OBSOLETE
57105	Apple iPAD2 WiFi	2010	OBSOLETE
57106	Apple iPAD2 WiFi	2010	OBSOLETE
57242	Apple iPAD2 WiFi	2010	OBSOLETE
57303	Apple iPAD2 WiFi	2011	OBSOLETE
57309	Apple iPAD2 WiFi	2011	OBSOLETE
57312	Apple iPAD2 WiFi	2011	OBSOLETE
57313	Apple iPAD2 WiFi	2011	OBSOLETE
57315	Apple iPAD2 16GB	2011	OBSOLETE
57323	Apple iPAD2 WiFi	2011	OBSOLETE
57325	Apple iPAD2 WiFi	2011	OBSOLETE
57326	Apple iPAD2 WiFi	2011	OBSOLETE
57382	Apple iPAD2 WiFi	2012	OBSOLETE
57383	Apple iPAD2 WiFi	2012	OBSOLETE
57385	Apple iPAD2 WiFi	2012	OBSOLETE
57389	Apple iPAD2 3G 16GB	2012	OBSOLETE
57390	Apple iPAD2 3G 16GB	2012	OBSOLETE
57478	Apple iPAD2 16GB	2012	OBSOLETE
57482	Apple iPAD2 16GB	2012	OBSOLETE
57483	Apple iPAD2 16GB	2012	OBSOLETE
57485	Apple iPAD2 16GB	2012	OBSOLETE
57486	Apple iPAD2 16GB	2012	OBSOLETE
57489	Apple iPAD2 16GB	2012	OBSOLETE
57495	Apple iPAD2 16GB	2012	OBSOLETE
57496	Apple iPAD2 16GB	2012	OBSOLETE

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description	Manufactured Year	Condition
57498	Apple iPAD2 16GB	2012	OBSOLETE
57500	Apple iPAD2 16GB	2012	OBSOLETE
57502	Apple iPAD2 16GB	2012	OBSOLETE
57506	Apple iPAD2 16GB	2012	OBSOLETE
57507	Apple iPAD2 16GB	2012	OBSOLETE
57515	Apple iPAD2 16GB	2012	OBSOLETE
57516	Apple iPAD2 16GB	2012	OBSOLETE
57517	Apple iPAD2 16GB	2012	OBSOLETE
57521	Apple iPAD2 16GB	2012	OBSOLETE
57522	Apple iPAD2 16GB	2012	Available for
59077	Apple iPAD2 16GB	2012	OBSOLETE
57526	Apple iPAD2 16GB	2012	OBSOLETE
57527	Apple iPAD2 16GB	2012	OBSOLETE
57533	Apple iPAD2 16GB	2012	OBSOLETE
57534	Apple iPAD2 16GB	2012	OBSOLETE
57535	Apple iPAD2 16GB	2012	OBSOLETE
57537	Apple iPAD2 16GB	2012	OBSOLETE
57538	Apple iPAD2 16GB	2012	OBSOLETE
57539	Apple iPAD2 16GB	2012	OBSOLETE
57540	Apple iPAD2 16GB	2012	OBSOLETE
57543	Apple iPAD2 16GB	2012	OBSOLETE
57544	Apple iPAD2 16GB	2012	OBSOLETE
57546	Apple iPAD2 16GB	2012	OBSOLETE
57547	Apple iPAD2 16GB	2012	OBSOLETE
59754	Apple iPAD2 16GB	2012	OBSOLETE
59755	Apple iPAD2 16GB	2012	OBSOLETE
59756	Apple iPAD2 16GB	2012	OBSOLETE
59757	Apple iPAD2 16GB	2012	OBSOLETE
59758	Apple iPAD2 16GB	2012	OBSOLETE
59759	Apple iPAD2 16GB	2012	OBSOLETE
59760	Apple iPAD2 16GB	2012	OBSOLETE
59761	Apple iPAD2 16GB	2012	OBSOLETE
59762	Apple iPAD2 16GB	2012	OBSOLETE
59763	Apple iPAD2 16GB	2012	OBSOLETE
59764	Apple iPAD2 16GB	2012	OBSOLETE
59765	Apple iPAD2 16GB	2012	OBSOLETE
59766	Apple iPAD2 16GB	2012	OBSOLETE
59767	Apple iPAD2 16GB	2012	OBSOLETE
59768	Apple iPAD2 16GB	2012	OBSOLETE
59769	Apple iPAD2 16GB	2012	OBSOLETE

Proposed Equipment to be Discarded
Submitted to School Board for Approval

Asset #	Description	Manufactured Year	Condition
59826	**Apple iPAD2 16GB**	2013	OBSOLETE
59827	**Apple iPAD2 16GB**	2013	OBSOLETE
59828	**Apple iPAD2 16GB**	2013	OBSOLETE
59829	**Apple iPAD2 16GB**	2013	OBSOLETE
59830	**Apple iPAD2 16GB**	2013	OBSOLETE
59831	**Apple iPAD2 16GB**	2013	OBSOLETE
54414	**Apple iPAD2 16GB**	2012	OBSOLETE

Model	Color	Condition
iPhone 5s 16GB	Gold	Very Good
iPhone 5s 16GB	Gold	Very Good
iPhone 5s 16GB	Gold	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 5s 16GB	Black	Very Good
iPhone 6SE	Silver	Very Good
iPhone 6s 16GB	Black	Very Good
iPhone 6s 16GB	Black	Very Good
iPhone 6s 16GB	Black	water damage
iPhone 6s 16GB	Black	water damage
iPhone 6s 16GB	Silver	Very Good
iPhone 6s 16GB	Silver	Broken Glass
iPhone 6s 16GB	Rose Gold	Very Good
iPhone 6s 16GB	Rose Gold	Very Good
iPhone 6s 16GB	Rose Gold	Very Good
iPhone 6s 16GB	Gold	Very Good
iPhone 6s 64GB	Rose Gold	Broken Glass
iPhone 6S Plus 16GB	Black	Very Good
iPhone 6S Plus 64GB	Rose Gold	Very Good
iPhone 6S Plus 64GB	Rose Gold	Very Good
iPhone 6S Plus 64GB	Gold	Very Good
iPhone 6S Plus 16GB	Gold	Broken glass
iPhone 8 64GB	Black	Very Good
iPhone 8 64GB	Black	Very Good
iPhone 8 64GB	Black	Very Good
iPhone 8 64GB	Silver	Very Good
iPhone 8 64GB	Silver	Very Good
iPhone 8 64GB	Rose Gold	Very Good
iPhone 8 64GB	Rose Gold	Very Good
iPhone 8 Plus 64GB	Black	Very Good
iPhone 8 Plus 64GB	Black	Very Good
iPhone 8 Plus 64GB	Black	Very Good
iPhone 8 Plus 64GB	Rose Gold	Very Good

MEMORANDUM OF UNDERSTANDING

BETWEEN

Valley Center - Pauma Unified School District
28751 Cole Grade Road, Valley Center, California 92082

AND

California School Employees' Association and Its Valley Center - Pauma Chapter #795

I. PURPOSE & INTENT

The purpose of this Memorandum of Understanding ('MOU") between Valley Center - Pauma Unified School District ("VCPUSD") and California School Employees' Association and its Valley Center - Pauma Chapter #795 ("CSEA#795") is to fulfill Section 8.2 of the CSEA contract.

II. REFERENCE

Contract between VCPUSD and CSEA #795, 2015-2018

III. BACKGROUND

Upon the death of former President George H.W. Bush, President Trump issued a proclamation calling for a national day of mourning to be observed on December 5, 2018. Section 8.2 of the CSEA contract, *Additional Holidays* states: "every day that the President of the United States or the Governor of California declares as a public fast, mourning, thanksgiving or holiday, or any day declared a holiday by the Governing Board shall be a paid holiday for unit members." December 5, 2018, is a regularly scheduled school day on which VCPUSD schools are in session. Therefore, implementation of an additional, one-time holiday during the 2018-2019 school year is required.

IV. SCOPE & RESPONSIBILITIES

This Memorandum of Understanding between the VCPUSD and CSEA #795 acknowledges the agreement of both parties to allocate one additional day of vacation to classified staff who were in paid status on December 5, 2018. Paid status shall be defined as:

- December 5, 2018, was a regularly scheduled work day for the employee and
- The employee was either present at work, absent due to illness, vacation or other paid time off.

The amount of vacation time allocated will be prorated based on each employee's individual work schedule.

V. TERM

This MOU would remain in effect until June 30, 2019.

VI. EFFECTIVE DATE & ADMINISTRATIVE SIGNATURES

This agreement will become effective after Board approval on December 13, 2018, and upon ratification by CSEA Chapter #795.

Dennis Jarvis — 12-13-18

Representative for VCPUSD — Date of Signature

Diane M. Faber — 12-13-18

Representative for CSEA and
Its Valley Center - Pauma Chapter #795 — Date of Signature

Date ratified by CSEA: _____

Valley Center-Pauma Unified School District

Governance Handbook

Adopted by the Valley Center–Pauma USD Board on March 12, 2015
Revised by the Valley Center – Pauma USD Board on March 10, 2016
Revised by the Valley Center – Pauma USD Board on April 6, 2017
Revised by the Valley Center – Pauma USD Board on May 10, 2018

Governance Team

Board of Trustees:

Jerry Fenton, Board President

Julie Stroh, Vice President

Jay West, Clerk

Mike Adams, Trustee

Mary Polito, Trustee

Superintendent:

Ron McCowan

VCPUSD GOVERNANCE HANDBOOK, 2017

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Public Education

What Public Education in America means…

- A tuition-free education for all students
- The promise of equal educational opportunities no matter race, religion or ability.
- A commitment to high standards and high-expectations for all students.
- A benefit to society by teaching democratic principles and common values.

National School Boards Association

Citizen Governance – The School Board

Citizen oversight of local government is the cornerstone of our American democracy. There are certain core decision-making functions that are fundamental to a school system's accountability to the public that, in our system of democracy, they can be performed only by an elected governing body: the School Board. They are:

- The establishment of a long-term vision for the school system;
- The establishment and maintenance of a basic organizational structure for the school system, including employment of a superintendent, adoption of an annual budget, adoption of governance policies;
- The creation of a climate that promotes excellence for students and staff;
- The establishment of systems and processes to ensure accountability to the community, including fiscal accountability, accountability for programs and student outcomes, staff accountability, and collective bargaining; and
- Advocacy on behalf of children and public education at the community, state, and national levels.

UNITY OF PURPOSE

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

District Mission, Goal and Objectives

MISSION: As a learning community dedicated to personal growth and academic excellence, the Valley Center-Pauma Unified School District, in partnership with students, parents, and the community, will bring forth individuals who attain academic achievement, a passion for lifelong learning and respect for themselves and others.

GOAL: TO SUPPORT A BROAD-BASED CURRICULUM THAT PROMOTES ACHIEVEMENT FOR ALL

OBJECTIVES

Increase Student Achievement

Ensure Long-Term Fiscal Integrity of the District and Conserve Resources

Focus on College and Career Readiness

Maintain and Improve Facilities

Maintain Effective Communication

Implement a Technology-Rich Learning Environment

Our Unity of Purpose Concepts…

Individual members of the team made the following statements during a brief discussion of the Board. At the end of the discussion team members agreed that there is great unity among members of the team about what they want for Valley Center-Pauma USD and the students the district serves.

- Maintain high trust and positive relationships with our students, parents, staff and community
- Maintain a financially sound district as a priority
- A unified, highly functioning Board leading to a variety of programs enhancing all students
- Every student graduating academically, socially and physically fit
- Well-rounded, broad-based curriculum for all students
- 100% Graduation
- Diverse Career Technical Education (CTE) opportunities for all students
- Maintain our high level of accountability with our stakeholders
- All of our students feel valued and safe, and motivated to be the best they can be
- Students are improving academically and socially every year
- Flexible individualized educational opportunities for students
- High attendance rate
- High participation in school activities
- Increased success of our English Learner students
- Proactive Public Relations
- Provide various opportunities for students to participate non-academically
- Wise use of technology – with an academic focus
- Maintain our positive culture

UNITY OF PURPOSE

What We Are Most Proud of about this District:

- Our very dedicated teachers; they have a passion that encourages learning and curiosity in students.
- Dedicated teachers equals quality education.
- The quality of education in the district
- That the success of every student matters
- That we are always striving to succeed and do better
- The relationship between the employee groups and the district

UNITY OF PURPOSE

What We Hope to Accomplish As a Governance Team, to:

- Build strong, honest relationships
- Work together so that every child can reach his/her potential
- Continue the quality of education
- Ensure that every student has the opportunity to grow academically, socially and physically to reach his/her potential
- Continue the quality of education, always raising the bar and ensuring that we challenge and evaluate current trends in education and programs before adopting them.
- Become more aware of what is happening in classrooms and provide teachers with the tools they need to help students succeed
- Provide opportunities for at risk students in summer school
- Continue to focus on college and career readiness

ROLES AND RESPONSIBILITIES

Role of the Board

The elected School Board…

1. Provides citizen oversight to the communities schools
2. Looks out for students – ensuring that each child has an opportunity to be successful
3. Advocates for the communities' schools
4. Sets the standard for achievement in the district
5. Is accessible and accountable for the performance of district schools

Responsibilities of the Board:

1. Sets the direction for the district by working with the community to develop a vision, mission and goals that will drive all district efforts
2. Establishes the structure so that the district is well run
3. Creates a supportive environment so that students and staff feel supported in their work
4. Ensures the accountability of the district to the community
5. Demonstrates community leadership around district efforts

Duties and Responsibilities of the Superintendent:

The Superintendent…

1. Is responsible for all administrative decisions in the district
2. Works with the board to develop clear goals and sees that that vision and goals of the district are achieved for students.
3. Is the advisor to the Board about district operations and communication
4. Is not relieved of responsibility even when responsibilities are delegated to other district staff members.
5. Is the Chief Administrative Officer for the district, and oversees all day-to-day operations and the management of the district.
6. Serves as a member of the Governance Team and provides guidance to the School board

How the Superintendent Supports the Board…

- Provides information and knowledge about what is happening
- Informs Board of what is happening in other districts:
  (about LCFF / LCAP/ Common Core, suspensions, expulsions, etc.)
- Keeps Board up to date on what is happening in education at the State and Federal Government level
- No Surprises
- Organizational expertise
- Sufficient time to work through complicated issues
- Sends information, clarification, or answers to questions from one Board member to all Board members
- Schedules Study Sessions about critical or "big issues"

How the Board Supports the Superintendent…

- No Surprises
- Asks questions ahead of time about the Board packet for meetings
- Be honest and tell him what you really need
- Trust
- If you have a question that you will ask in open session, let the Superintendent know so that staff is prepared to answer it

Norms to Support Effective Governance:

Meeting Guidelines:

We Agree to…

- ✓ Keep our focus on the best interest of our students
- ✓ Keep our comments brief and to the point
- ✓ Listen actively to all ideas
- ✓ Listen openly without preparing a response
- ✓ Engage and attempt to delve deeper
- ✓ Respect questions of others and feel comfortable enough to ask questions when we have them
- ✓ Ask again if we don't understand
- ✓ Direct questions at Board Meetings through the President
- ✓ Agree to disagree respectfully
- ✓ Allow anyone to request a "time out' if he/she feels a need for a break

VCPUSD Protocols

Board and Superintendent Operating Procedures

Purpose:

The Board of Trustees is the educational policy-making body for the District. To effectively meet the District's challenges, the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective operating procedures or protocols, must be in place. There are general protocols and those that are specific for the Board and the Superintendent.

General – The Board and Superintendent will:

1. Keep learning and achievement for all students as the primary focus.*
2. Value, support, and advocate for public education.*
3. Operate openly with trust and integrity.*
4. Govern in a dignified and professional manner, treating everyone with civility, dignity, and respect*, while honoring the right to disagree with each other.
5. Define and respect the difference between administration and policy-making and respect the roles of each.
6. Keep confidential matters confidential.* Uphold the legal requirement for confidentiality on all matters arising from Board Meeting Executive Sessions; will keep conversations taking place in Closed Session absolutely confidential.

Board Members will:

1. Work with all members of the Board and the Superintendent to become a team devoted to students; be dedicated to making all members of the team successful.
2. Act with dignity, and understand the implication of demeanor and behavior.*
3. Recognize and Respect difference of perspective and style on the Board and among staff, students, parents, and the community.*
4. Govern within Board-adopted policies and procedures.*
5. Communicate a common vision.*
6. Understand authority rests with the Board as a whole and not with individuals.* Recognize decisions are made only at properly scheduled meetings.
7. As an individual Board member, not make or appear to make a decision that appropriately should be made by the entire Board.

* denotes that the item is included in the CSBA Governance Standards

VCPUSD Protocols

Board Members will: (continued)

8. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
9. Ensure opportunities for the diverse range of views in the community to inform Board deliberations.*
10. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible; cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
11. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.*
12. Acknowledge individual request for reports and projects will be directed only to the Superintendent.
13. Understand the Board as a collective body must give clear signals to its professional staff through the Superintendent.
14. Participate in establishing annual expectations and goals for the Superintendent.
15. Objectively evaluate the Superintendent's performance and provide appropriate feedback.
16. Take collective responsibility for the Board's performance.*
17. Communicate directly with the Superintendent whenever a question or concern is raised by a staff member, student, parent, or community member.
18. Contact the Superintendent whenever contacted by the media regarding an incident, event, or agenda item.
19. Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the "no surprises" rule with the Superintendent and fellow Board members.
20. Communicate one-on-one with the Superintendent when an individual concern arises; will not allow matter to fester.
21. Cast a vote on all matters except when a conflict of interest arises.
22. Recognize the individual role of constituents and special interest groups, while understanding the importance of using one's best judgment to represent all members of the community.
23. As time permits, visit school sites with the Superintendent and attend school functions, but avoid interrupting employees at work.
24. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.*

- denotes that the item is included in the CSBA Governance Standards

VCPUSD Protocols

The Superintendent will:

1. Work towards creating a team with the Board dedicated to students.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the school district.
4. Communicate the common vision.
5. Recognize that the Board/Superintendent governance relationship requires support by the District's management team.
6. Understand the distinction between Board and Staff roles, and respect the role of the Board as the representative of the community.
7. Accept leadership responsibility and be accountable for implementing the vision, goals, and policies of the District.
8. Prepare preliminary goals annually for the Board's consideration.
9. Make personnel recommendations to the Board.
10. Communicate with Board members promptly and effectively.
11. Inform the Board prior to critical information becoming public; apprise all Board members in a timely manner of any major incident or when they may be called on to answer or explain.
12. Distribute information fully and equally to all Board members.
13. Provide information requested by one Board member to all Board members.
14. Distribute the Board agenda in a timely fashion and with enough time for Board to study and clarify information prior to scheduled meetings.
15. Never bring a matter to a public meeting that is a surprise to a Board Member or Cabinet Member.
16. Provide requests for additional information through a Board update, special report, Board agenda items, or as a Board workshop.
17. Present major decisions initially as a discussion item, then place them on the next Board agenda for action.
18. Treat all Board Members professionally.
19. Communicate with individual Board Members to determine if concerns exist prior to a possible problem developing, and respect the right to disagree with each other.
20. Keep the Board informed regarding issues and/or situations that could possibly concern parents, students, staff or community.
21. Bring to the attention of the Board matters that affect relationships.
22. Visit school campuses regularly.
23. Represent the School District by being visible in the community.
24. Model the value of lifelong learning.

* denotes that the item is included in the CSBA Governance Standards

VCPUSD Protocols

Responding to Staff or Community Concerns or Complaints:

Rationale: We believe that it is important to have a protocol on this issue because…

1. We wish to be consistent in our responses.
2. We care about our constituents and want to hear their concerns but we also realize that individual Board Members do not have the authority to resolve issues and concerns, as stated in BB 9200, *Limits of Board Member Authority*.
3. We want to respond appropriately to protect the district from potential liability

Protocol: Therefore, when a Board Member is approached by a community or staff member with an issue or concern, he/she will:

1. **Receive –** Listen without interruption and without preparing a response to the person's issues or concerns, unless it is an issue that may come before us in our judicial role - that information will be shared with the entire Board at the appropriate place and time - during the hearing.
2. **Repeat** – If it is appropriate for us to listen to the concern, we will paraphrase or ask a clarifying question to ensure understanding of what has been said.
3. **Request** – Ask what the person sees as the solution to the problem or concern. Ask what they would have us do with the information they have given us.
4. **Review** – The conversation (and next steps, if any).
5. **Redirect** – Put the person back into the system at the appropriate place.
6. **Report** - Notify the Superintendent of the conversation so that he has the full picture and can follow through as appropriate and/or necessary.

Site Visits:

Rationale: We wish to visit school sites in order to see classrooms and programs in action and to inform our decisions, but we do not want to be disruptive.

Protocol: Therefore, when a Board Member wishes to visit a school site:

1. He/she will call and inform the Superintendent.
2. The Superintendent will contact the other Board Members to see if anyone else would like to participate in the visit. Participation in the visit will be limited to two Board Members to prevent a Brown Act violation.
3. The Superintendent or his Executive Assistant will contact the principal to schedule the visit.
4. Generally, the Superintendent will accompany the Board Member(s). Another administrator may host the visit. Scheduling issues will be taken into consideration.
5. Board members will wear their badges while on school grounds.
6. Board Members will share the reasons for their visits and what they would like to see at each school.
7. The Superintendent will ask the Principals what they would like to share with Board Members.
8. Principals may join the school tour.
9. Board Members and the Superintendent will debrief at the completion of the tour.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: January 10, 2019

TO: **MEMBERS OF THE BOARD**

FROM: **Ron McCowan, Superintendent**

SUBJECT: **First Reading of New/Revised Board Policies and/or Administrative Regulations**

☐ **Action**

☒ **First Reading**

☐ **Information**

☐ **Presentation**

BACKGROUND INFORMATION: The attached exhibits have been created by reviewing CSBA policy revisions and recommendations. We have used *italics* to indicate new wording, ~~strikethrough~~ to indicate words or passages to be deleted. Wording from the existing policy that will remain intact appears in a normal type face.

Revisions to current policy are the result of the need for clarification of existing terminology or recent mandated changes in Education Code.

a. Revised Board Policy 6178 – Instruction – Career Technical Education. *Provides updates and further clarification to our existing policy regarding the funding for these programs*.

REPORT/PROPOSAL: The Governing Board will review the following Board Policies and Administrative Regulations as a first reading:

FINANCIAL IMPACT: N/A

RECOMMENDATION: It is recommended the Board conduct a 1st of the above new/revised board policies and/or regulations. These will be brought before the Board for a 2nd reading at the meeting on February 14, 2019 at which time the Board will be asked to consider them for approval.

Valley Center-Pauma Unified School District
Board Policy

BP 6178

Instruction

Career Technical Education

The Governing Board desires to provide a comprehensive career technical education (CTE) program in grades 7-12 which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, magnet programs, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.
The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

~~The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.~~

The Superintendent or designee shall explore available funding sources that may be used to support CTE programs. The Board shall review and approve all district plans and applications for the use of district, state, and/or federal funds supporting CTE.

The Board shall adopt standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

The Superintendent or designee shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing

and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that classroom instruction has real-world relevance and reflects labor market needs and priorities. He/she also shall work to develop connections with employers to provide students with work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study.

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and ways to integrate technical and occupational instruction with academic instruction.

The district shall provide services to support students in the CTE program, including comprehensive career guidance and academic counseling. The Superintendent or designee shall provide counselors with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work experience opportunities, and postsecondary education and employment options following high school.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to race, color, national origin, sex, or disability. (34 CFR 104.8, 106.9)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program.

(20 USC 2354)

Advisory Committee

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged; students; teachers; business; industry; school administration; and the field office of the California Department of Employment Development. (Education Code 8070)

This committee may be expanded to include parents/guardians, representatives of labor organizations, representatives of special populations, and other interested individuals in order to involve them in the development, implementation, and evaluation of CTE programs funded through the federal ~~Carl D. Perkins Career and Technical Education Act.~~ *Strengthening Career and Technical Education for the 21st Century Act.*

Program Evaluation

The Board shall monitor and evaluate the achievement of students participating in the district's CTE program. The Superintendent or designee shall annually report to the Board on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

Legal Reference:
EDUCATION CODE
8006-8156 Career technical education
17078.70-17078.72 Career technical education facilities
33430-33432 Health science and medical technology grants
~~41505-41508 Pupil Retention Block Grant~~
41540-41544 Targeted instructional improvement block grant
44257.3 CTC recognition of study in linked learning teaching methods
44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential
48430 Legislative intent; continuation education schools and classes
48980 Parental notifications
51220-51229 Courses of study, grades 7-12
51760-51769.5 Work experience education
52060-52077 Local control and accountability plan
52300-52499.66 Career technical education
52519-52520 Adult education, occupational training
53010-53016 California Career Pathways Trust
53070-53076.4 The California Career Technical Education Incentive Grant Program
53080-53084 School-to-career initiatives
53086 California Career Resource Network
54690-54697 California Partnership Academies
54750-54760 California Partnership Academies, green technology and goods movement occupations
56363 Related services for students with disabilities; specially designed career technical education
66205.5-66205.9 Approval of career technical education courses for admission to California colleges
88500-88551 Community college economic and workforce development program
GOVERNMENT CODE
54950-54963 Brown Act
LABOR CODE
3070-3099.5 Apprenticeships
CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
3051.14 Specially designed career technical education for students with disabilities
10070-10075 Work experience education
10080-10092 Community classrooms
10100-10111 Cooperative vocational education
11500-11508 Regional occupational centers and programs
11535-11538 Career technical education contracts with private postsecondary schools
11610-11611 Regional adult and vocational education councils
CODE OF REGULATIONS, TITLE 8
200-240 Apprenticeships
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
6301-6578 Improving the Academic Achievement of the Disadvantaged
CODE OF FEDERAL REGULATIONS, TITLE 34
~~80.32 Equipment acquired with federal funds~~
100.B Appendix B Guidelines for eliminating discrimination in career technical education programs
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS
~~Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007~~
A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014
The Linked Learning Approach to High School Reform, Governance Brief, January 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
~~2008-2012 State Plan for Career Technical Education~~
Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007
~~California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005~~
~~Management of Vocational Education Equipment, April 2000~~
A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014
The Linked Learning Approach to High School Reform, Governance Brief, January 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, January 2013
Multiple Pathways to Student Success: Envisioning the New California High School, 2010
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS
Orientation to Apprenticeships: A Guide for Educators, January 2001
WEB SITES
CSBA: http://www.csba.org
Association for Career and Technical Education: http://www.acteonline.org
California Association of Regional Occupational Centers and Programs: http://www.carocp.org
California Career Resource Network: http://www.californiacareers.info
California Department of Education, Career Technical Education: http://www.cde.ca.gov/ci/ct
California Department of Employment Development: http://www.edd.ca.gov
California Department of Industrial Relations: http://www.dir.ca.gov
California Workforce Investment Board: http://www.calwia.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
U.S. Department of Education, Office of Vocational and Adult Education: http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html
U.S. Department of Labor, Bureau of Labor Statistics: http://www.bls.gov

Adopted: May 11, 2000
Revised: August 14, 2008
Revised: February 14, 2019 (Pending Board Approval)

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: January 10, 2019

TO: MEMBERS OF THE BOARD

FROM: Ron McCowan, Superintendent

SUBJECT: Receive 2017-18 Audit Report

☐ **Action**

☐ **First Reading**

☒ **Information**

☒ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: On or before January 31st of each year, school district governing boards are required to review their annual audit reports at a public meeting and discuss any findings, as well as the district's specific corrective action plan. The district is pleased to report that no material adjustments or findings were noted by the auditors for the 2017-18 school year ending June 30, 2018. The district has maintained prudent fiscal practices in recording all income and expenditures.

REPORT/PROPOSAL: The audit report for fiscal year 2017-18 is included in your packet. A representative from Wilkinson Hadley King & Co. LLP will be present to review the report.

FINANCIAL IMPACT: None.

RECOMMENDATION: Information only.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT
COUNTY OF SAN DIEGO
VALLEY CENTER, CALIFORNIA

AUDIT REPORT

JUNE 30, 2018

Introductory Section

Valley Center-Pauma Unified School District
Audit Report
For The Year Ended June 30, 2018

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Valley Center-Pauma Unified School District
Audit Report
For The Year Ended June 30, 2018

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Financial Section

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA
Mark Bomediano, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Trustees
Valley Center-Pauma Unified School District
Valley Center, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Valley Center-Pauma Unified School District ("the District") as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Valley Center-Pauma Unified School District as of June 30, 2018, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

Change in Accounting Principle

As described in Note A to the financial statements, in 2018, Valley Center-Pauma Unified School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions.* Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

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

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Valley Center-Pauma Unified School District's basic financial statements. The combining financial statements are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* and is also not a required part of the basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis as required by the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations,* Section 19810 and is also not a required part of the basic financial statements.

The combining financial statements and other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2018 on our consideration of Valley Center-Pauma Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Valley Center-Pauma Unified School District's internal control over financial reporting and compliance.

Wilkinson Hadley King & Co LLP

El Cajon, California
December 17, 2018

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MANAGEMENT DISCUSSION AND ANALYSIS

JUNE 30, 2018

(Unaudited)

The discussion and analysis of Valley Center-Pauma Unified School District's financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2018. The intent of this discussion and analysis is to look at the District's financial performance as a whole. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report, the District's financial statements and notes to the basic financial statements.

The Management's Discussion and Analysis (MD & A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments issued June 1999. Certain comparative information is required to be presented in the MD & A.

FINANCIAL HIGHLIGHTS

- The general fund expenditures decreased by $6.04 million of the previous year amount. A significant amount of the decrease related to a reduction in salaries.

- General Fund expenditures and other uses were more than revenues and other sources by $843 thousand, ending the year with available reserves of 8%.

Overview of the Financial Statements

This annual report consists of the following parts – management's discussion and analysis (this section), the basic financial statements, required supplementary information, supplementary information and findings and recommendations. These statements are organized so the reader can understand the Valley Center-Pauma Unified School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

The Basic Financial Statements

The first two statements are district-wide financial statements, the Statement of Net Position and the Statement of Activities. These statements provide information about the activities of the whole School District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's more significant funds with all other non-major funds presented in total in one column.

The financial statements also include notes that explain some of the supplementary information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements. A comparison of the District's general fund budget is included.

Reporting the School District as a Whole

Statement of Net Position and the Statement of Activities

These two statements provide information about the District as a whole using methods similar to those used by private-sector companies. The Statement of Net Position includes all the District's assets, liabilities, deferred inflows of resources, and deferred outflows of resources using the accrual basis of accounting. This basis of accounting takes in account all the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the district as a whole and its activities in a way that helps answer the question, "How did we do financially during 2017-2018?"

These two statements report the District's net position and changes in those assets. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many non-financial factors, such as the quality of education provided to assess the overall health of the District.

- Increases or decreases in the net position of the District over time are indications of whether its financial position is improving or deteriorating, respectively.
- Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

Reporting the School District's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

Governmental Funds

Most of the School District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund, Cafeteria Fund, CFD Capital Projects Fund, and CFD Debt Service Fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using and accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

Fiduciary Funds

The District is the trustee, or fiduciary, for the student activities funds. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

The District also had a business type activity for 2017-18. The business type activity is for a child care program. No comparative analysis is presented for the business type activity as this was the initial year. The business type activity reported assets of $88,510, deferred outflows of $579, accounts payable of $29, and child care program expenses of $69,883.

FINANCIAL ANALYSIS OF THE GOVERNMENT WIDE STATEMENTS

The School District as a Whole

The District's net position was ($732,235) at June 30, 2018 and was largely due to the continuing recognition of the net pension liability. Of this amount, restricted assets were $8.1 million. A comparative analysis of government-wide data is presented in Table 1.

The District's net position decreased $5.8 million this fiscal year (See Table 2). The District's expenses for instructional and pupil services represented 76% of total expenses. See Figure 2 for a graph of the 2017-18 expenses.

Cash	$ 7,814,559	$ 9,117,135
Accounts receivable	1,709,236	2,018,563
Stores inventory	161,086	103,157
Prepaid expenses	0	0
Capital assets	53,170,295	55,188,231
Total Assets	$ 62,855,176	$ 66,427,086
Deferred Outflows of Resources		
Deferred outflows of resources	$ 16,894,032	$ 9,390,922
Liabilities		
Accounts payable and other current liabilities	1,694,389	1,608,637
Unearned revenue	294,571	287,744
Long-term liabilities	71,535,746	66,840,737
Total liabilities	73,524,706	68,737,118
Deferred Inflows of Resources		
Deferred inflows of resources	$ 6,956,737	$ 1,997,668
Net Assets		
Net investment in capital assets	53,170,295	50,620,760
Restricted	2,182,982	3,408,021
Unrestricted	(56,085,512)	(48,945,559)
Total net position	$ (732,235)	$ 5,083,222
	79,749,208	75,818,008
	79,749,208	75,818,008

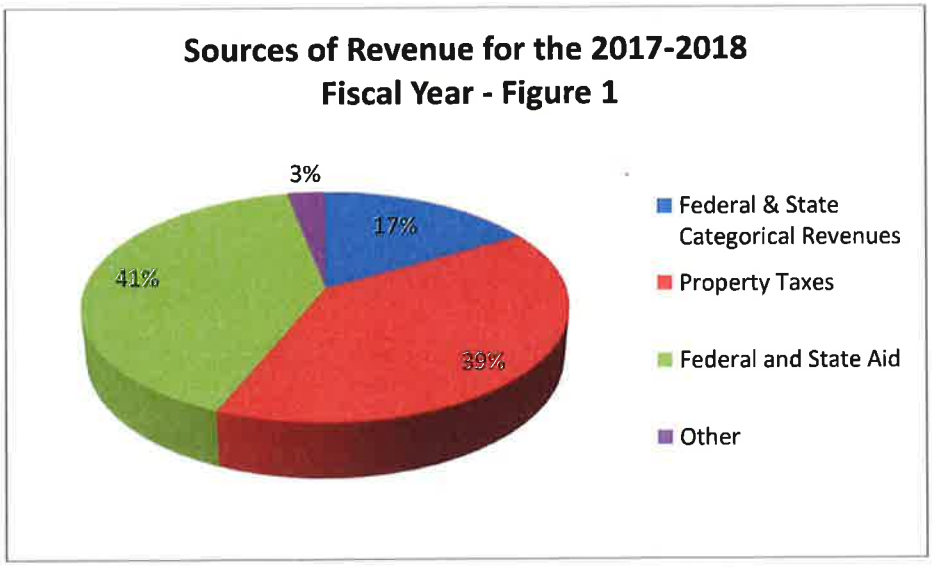
(Table 2)
Comparative Statement of Change in Net Position

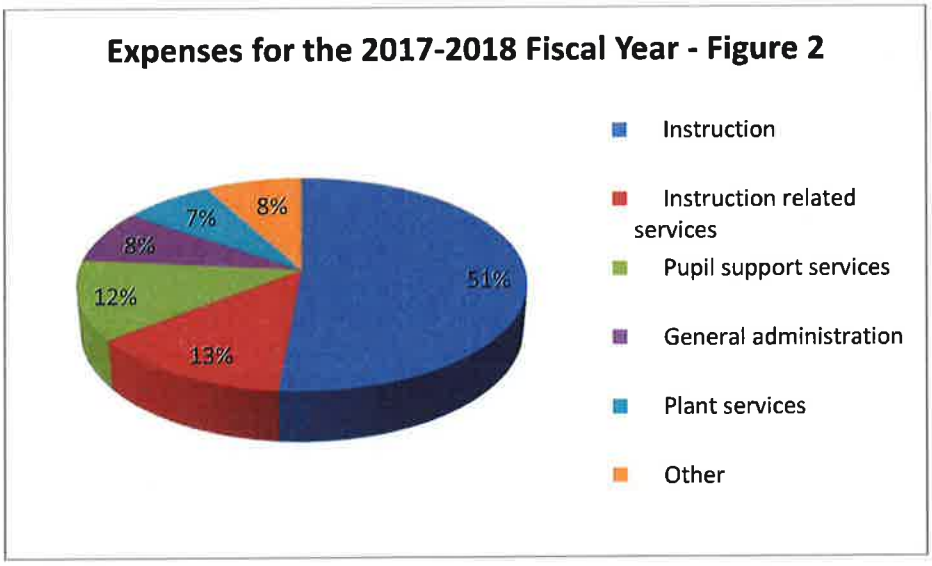
	Governmental Activities	
	June 30, 2018	**June 30, 2017**
Revenues		
Program revenues	$ 8,071,781	$ 9,781,248
General revenues		
Taxes levied for general purposes	17,541,288	16,833,871
Taxes levied for debt service	816,995	1,828,592
Taxes levied for other specific purposes	560,095	158,935
Federal and state aid not restricted to specific purposes	19,563,389	21,189,304
Interest and investment earnings	143,216	107,485
Miscellaneous	1,290,328	735,951
Total Revenues	$ 47,987,092	$ 50,635,386
Expenses		
Instruction	27,688,722	30,249,315
Instruction related services	7,053,808	7,708,021
Pupil support services	6,467,147	6,762,529
General administration	4,348,682	3,262,627
Plant services	3,993,883	5,114,589
Other	4,240,307	5,286,889
Total Expenses	53,792,549	58,383,970
Increase (Decrease) in net position	$ (5,805,457)	$ (7,748,584)

GOVERNMENTAL ACTIVITIES

As reported in the Statement of Activities, the expenses of all of the District's governmental activities this year was $53.7 million. The amount that our local taxpayers financed for these activities through property taxes was $17.5 million. Federal and State aid not restricted to specific purposes totaled $19.6 million. Operating grants and contributions revenue $8.1 million (See Figure 1).

FINANCIAL ANALYSIS OF THE FUND STATEMENTS





The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The District's individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of $7.78 million.

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget monthly. The significant budget adjustments fell into the following categories:

- Budget revisions to the adopted budget required after approval of the State budget.
- Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.
- An analysis of significant variations between original and final budget amounts and between final budget amounts and actual budget results for the general fund (or its equivalent). The analysis should include any currently known reasons for those variations that are expected to have a significant effect on future services or liquidity

The final revised budget for the General Fund reflected a net decrease to the ending balance of $842 thousand.

The State recommends available reserves of 3% of District expenditures.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

The District has a broad range of capital assets, including school buildings, administrative buildings, site improvements, vehicles and equipment. Table 3 demonstrates the Schedule of Capital Assets net of depreciation.

(Table 3)
Comparative Schedule of Capital Assets
(net of depreciation)
June 30, 2018 and 2017

	2018	2017	Net $ Change	Net % Change
Land	$ 4,387,510	$ 4,387,510	$ 0	0.0%
Site Improvements	1,893,915	2,002,230	(108,315)	-5.4%
Buildings	44,341,667	46,062,201	(1,720,534)	-3.7%
Equipment	2,547,203	2,736,290	(189,087)	-6.9%
Total	$ 53,170,295	$ 55,188,231	$ (2,017,936)	-16.1%

Long-Term Obligations

At June 30, 2018 the District had $71.5 million in long-term obligations outstanding.

(Table 4)
Comparative Schedule of Outstanding Obligations
June 30, 2018 and 2017

	2018	Restated 2017
GO Bonds & SDGE Retro Fit	$ 509,368	$ 152,302
CFD Special Tax Bonds	7,112,274	7,448,551
Capital Lease Obligation	3,779,581	4,567,471
Total OPEB Liability	10,492,263	10,161,996
Net Pension Liability	49,514,287	44,344,629
Compensated Absences	127,973	165,788
Total	$ 71,535,746	$ 66,840,737

FACTORS BEARING ON THE DISTRICT

The State's economic downturns and surpluses impact the District's future dramatically. The financial well-being of the District is tied in large measure to the state funding formula which is currently not funding the District at 100%.

Student enrollment and attendance are primary factors in the computation of most funding formulas for public schools in the State of California. While ADA growth is not budgeted until realized in the fall, future growth potential is there, but attendance remains the focal point of every budget report.

Predicting the future requires management to plan carefully and prudently to provide the resources to meet student needs over the next several years. The District currently maximizes restricted funds prior to utilizing unrestricted revenues in the budget development process. In addition, personnel practices will evidence early and effective intervention in identifying appropriate personnel actions that need to occur early in future school years experiencing State economic fallout. The District has an excellent track record in meeting this challenge in what has proven to be a long cycle of lean years for education finances.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact Jon Petersen, Chief Business Official, 28751 Cole Grade Road, Valley Center, CA 92082 (760) 749-0464.

Basic Financial Statements

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF NET POSITION
JUNE 30, 2018

	Governmental Activities	Business Type Activities	Total
ASSETS			
Cash	$ 7,814,559	$ 127,885	$ 7,942,444
Receivables	1,667,533	2,328	1,669,861
Due from (to) other funds	41,703	(41,703)	-
Stores Inventory	161,086		161,086
Capital Assets:			
Land	4,387,510	-	4,387,510
Land Improvements	2,660,117	-	2,660,117
Buildings	73,403,934	-	73,403,934
Equipment	9,744,931	-	9,744,931
Less Accumulated Depreciation	(37,026,197)		(37,026,197)
Total Assets	62,855,176	88,510	62,943,686
DEFERRED OUTFLOWS OF RESOURCES	16,894,032	579	16,894,611
LIABILITIES			
Accounts Payable and Other Current Liabilities	1,694,389	29	1,694,418
Unearned Revenue	294,571	-	294,571
Long-Term Liabilities:			-
Due Within One Year	975,330	-	975,330
Due in More Than One Year	70,560,416	-	70,560,416
Total Liabilities	73,524,706	29	73,524,735
DEFERRED INFLOWS OF RESOURCES	6,956,737	-	6,956,737
NET POSITION			
Invested in Capital Assets, Net of Related Debt	53,170,295	-	53,170,295
Restricted for:			
Debt Service	1,299,505		1,299,505
Educational Programs	628,200		628,200
Other Purposes (Expendable)	44,192		44,192
Other Purposes (Nonexpendable)	211,085		211,085
Unrestricted	(56,085,512)	89,060	(55,996,452)
Total Net Position	$ (732,235)	$ 89,060	$ (643,175)

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018

Functions	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities	Net (Expense) Revenue and Changes in Net Position: Business Type Activities	Net (Expense) Revenue and Changes in Net Position: Total
Governmental Activities:						
Instruction	27,688,722	$ 275,910	$ 4,341,238	$ (23,071,574)	$ -	$ (23,071,574)
Instruction-Related Services:						
Instructional Supervision and Administration	1,460,753	66,127	496,886	(897,740)	-	(897,740)
Instructional Library, Media and Technology	2,069,805	-	203,344	(1,866,461)	-	(1,866,461)
School Site Administration	3,523,250	61,239	227,764	(3,234,247)	-	(3,234,247)
Pupil Services:						
Home-to-School Transportation	2,150,780	31,904	(25,465)	(2,144,341)	-	(2,144,341)
Food Services	1,633,183	254,094	1,318,572	(60,517)	-	(60,517)
All Other Pupil Services	2,683,184	376	654,126	(2,028,682)	-	(2,028,682)
General Administration:						
Centralized Data Processing	(2,503)	-	-	2,503	-	2,503
All Other General Administration	4,351,185	12,259	101,956	(4,236,970)	-	(4,236,970)
Plant Services	3,993,883	1,202	19,467	(3,973,214)	-	(3,973,214)
Ancillary Services	1,105,464	-	30,782	(1,074,682)	-	(1,074,682)
Community Services	143,348	-	-	(143,348)	-	(143,348)
Interest on Long-Term Debt	712,046	-	-	(712,046)	-	(712,046)
Other Outgo	-	-	-	-	-	-
Depreciation (Unallocated)	2,279,449	-	-	(2,279,449)	-	(2,279,449)
Business Type Activities:						
Child Care Program	69,883				(69,883)	(69,883)
Total Expenses	53,862,432	$ 703,111	$ 7,368,670	$ (45,720,768)	$ (69,883)	$ (45,790,651)
General Revenues:						
Taxes and Subventions:						
Taxes Levied for General Purposes				$ 17,541,288	$ -	$ 17,541,288
Taxes Levied for Debt Service				816,995	-	816,995
Taxes Levied for Other Specific Purposes				560,095	-	560,095
Federal and State Aid Not Restricted				19,563,389	-	19,563,389
Interest and Investment Earnings				143,216	1,316	144,532
Internal Transfers				(81,000)	81,000	-
Miscellaneous				1,371,328	76,627	1,447,955
Total General Revenues				$ 39,915,311	$ 158,943	$ 40,074,254
Change in Net Position				(5,805,457)	89,060	(5,716,397)
Net Position Beginning-Restated (Note P)				5,073,222	-	5,073,222
Net Position Ending				$ (732,235)	$ 89,060	$ (643,175)

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Fund	Cafeteria Fund
ASSETS:		
Cash in County Treasury	$ 5,564,336	$ 36,573
Cash in Revolving Fund	50,000	-
Cash with a Fiscal Agent/Trustee	-	-
Accounts Receivable	1,423,501	225,121
Due from Other Funds	261,363	4,479
Stores Inventories	26,838	134,248
Total Assets	7,326,038	400,421
LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	$ 1,184,362	$ 20,944
Due to Other Funds	23,781	180,819
Unearned Revenue	274,353	20,218
Total Liabilities	1,482,496	221,981
Fund Balance:		
Nonspendable Fund Balances:		
Revolving Cash	50,000	-
Stores Inventories	26,837	134,248
Restricted Fund Balances	628,200	44,192
Committed Fund Balances	1,397,161	-
Assigned Fund Balances	2,344,183	-
Unassigned:		
Reserve for Economic Uncertainty	1,397,161	-
Total Fund Balance	5,843,542	178,440
Total Liabilities and Fund Balances	$ 7,326,038	$ 400,421

The accompanying notes are an integral part of this statement.

CFD Capital Projects Fund	CFD Debt Service Fund	Other Governmental Funds	Total Governmental Funds
$ -	$ -	$ 331,563	$ 5,932,472
-	-	-	50,000
532,582	1,299,505	-	1,832,087
-	-	18,911	1,667,533
-	-	-	265,842
-	-	-	161,086
532,582	1,299,505	350,474	9,909,020
$ 400,382	$ -	$ -	$ 1,605,688
-	-	19,538	224,138
-	-	-	294,571
400,382	-	19,538	2,124,397
-	-	-	50,000
-	-	-	161,085
-	1,299,505	-	1,971,897
-	-	-	1,397,161
132,200	-	330,936	2,807,319
-	-	-	1,397,161
132,200	1,299,505	330,936	7,784,623
$ 532,582	$ 1,299,505	$ 350,474	$ 9,909,020

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2017

Total fund balances - governmental funds balance sheet		$ 7,784,623
Amounts reported for governmental activities in the statement of net position are different from amounts reported in governmental funds because:		
Capital assets: In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.		
Capital assets relating to governmental activities, at historical cost:	90,196,492	
Accumulated depreciation	(37,026,197)	
Net		53,170,295
Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:		(88,702)
Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:		
General obligation bonds payable	-	
CFD special tax bonds payable	7,112,274	
Compensated absences payable	127,973	
Capital leases payable	3,779,581	
SDGE Retro Fit	509,368	
Net pension liability	49,514,287	
Total OPEB liability	10,492,263	
Total		(71,535,746)
Deferred gain or loss on debt refunding: In the government wide financial statements deferred gain or loss on debt refunding is recognized as a deferred outflow of resources (for a loss) or deferred inflow of resources (for a gain) and subsequently amortized over the life of the debt. Deferred gain or loss on debt refunding recognized as a deferred outflow of resources or deferred inflow of resources on the statement of net position was:		886,560
Deferred outflows and inflows of resources related to other postemployment benefits (OPEB): In governmental funds, deferred outflows and inflows of resources related to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources related to OPEB are reported.		
Deferred outflows of resources relating to OPEB		426,445
Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.		
Deferred outflows of resources relating to pensions		15,581,027
Deferred inflows of resources relating to pensions		(6,956,737)
Net position of governmental activities - statement of net position		$ (732,235)

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2018

	General Fund	Cafeteria Fund
Revenues:		
LCFF Sources:		
State Apportionment or State Aid	$ 12,476,627	$ -
Education Protection Account Funds	4,263,572	-
Local Sources	17,541,287	-
Federal Revenue	3,478,256	1,231,860
Other State Revenue	3,831,361	87,737
Other Local Revenue	3,172,440	260,510
Total Revenues	44,763,543	1,580,107
Expenditures:		
Current:		
Instruction	25,933,864	-
Instruction - Related Services	6,860,139	-
Pupil Services	4,732,627	1,602,558
Ancillary Services	1,084,708	-
Community Services	139,653	-
General Administration	3,035,277	-
Plant Services	3,820,649	7,581
Capital Outlay	815,643	-
Debt Service:		
Principal	148,172	-
Interest	1,287	-
Total Expenditures	46,572,019	1,610,139
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,808,476)	(30,032)
Other Financing Sources (Uses):		
Transfers In	608,061	127,500
Transfers Out	(208,500)	-
Other Sources	565,775	-
Total Other Financing Sources (Uses)	965,336	127,500
Net Change in Fund Balance	(843,140)	97,468
Fund Balance, July 1	6,686,682	80,972
Fund Balance, June 30	$ 5,843,542	$ 178,440

The accompanying notes are an integral part of this statement.

CFD Capital Projects Fund	CFD Debt Service Fund	Other Governmental Funds	Total Governmental Funds
$ -	$ -	$ -	$ 12,476,627
-	-	-	4,263,572
-	-	-	17,541,287
-	-	-	4,710,116
-	-	-	3,919,098
579,287	815,099	673,819	5,501,155
579,287	815,099	673,819	48,411,855
-	-	-	25,933,864
-	-	-	6,860,139
-	-	-	6,335,185
-	-	-	1,084,708
-	-	-	139,653
-	400,382	28,006	3,463,665
53,043	-	39,539	3,920,812
-	-	-	815,643
-	340,000	848,538	1,336,710
-	271,206	624,589	897,082
53,043	1,011,588	1,540,672	50,787,461
526,244	(196,489)	(866,853)	(2,375,606)
-	-	-	735,561
(400,382)	-	(207,680)	(816,562)
-	-	-	565,775
(400,382)	-	(207,680)	484,774
125,862	(196,489)	(1,074,533)	(1,890,832)
6,338	1,495,994	1,405,469	9,675,455
$ 132,200	$ 1,299,505	$ 330,936	$ 7,784,623

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018

Net change in fund balances - total governmental funds		$ (1,890,832)
Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:		
Expenditures for capital outlay	953,069	
Depreciation expense	(2,279,449)	
Net		(1,326,380)
Donated capital assets: In governmental funds, donated capital assets are not reported because they do not affect current financial resources. In the government-wide statements, donated capital assets are reported as revenue and as increases to capital assets, at their fair market value on the date of donation. The fair market value of capital assets donated was:		267,127
Gain or loss from disposal of capital assets: In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting gain or loss is:		(821,257)
Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was:		37,815
Debt proceeds: In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium or discount were:		(565,775)
Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:		1,336,239
Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was:		107,324
Amortization of debt issue premium or discount or deferred gain or loss from debt refunding: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount, plus any deferred gain or loss from debt refunding, is amortized as interest over the life of the debt. Amortization of debt issue premium or discount, or deferred gain or loss from debt refunding, for the period is:		(59,244)
Pensions: In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was:		(2,331,862)

Postemployment benefits other than pensions (OPEB): In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was:		(558,612)
Change in net position of governmental activities - statement of activities	$	(5,805,457)

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF NET POSITION
ENTERPRISE FUND
JUNE 30, 2018

	Nonmajor Enterprise Fund Enterprise Fund
ASSETS:	
Current Assets:	
Cash in County Treasury	$ 127,885
Accounts Receivable	2,328
Due from Other Funds	122
Total Current Assets	130,335
Total Assets	130,335
DEFERRED OUTFLOWS OF RESOURCES:	
Deferred Expenses	579
Total Outflows of Resources	$ 579
LIABILITIES:	
Current Liabilities:	
Accounts Payable	$ 29
Due to Other Funds	41,825
Total Current Liabilities	41,854
Total Liabilities	41,854
NET POSITION:	
Unrestricted	89,060
Total Net Position	$ 89,060

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENSES, AND CHANGES
IN FUND NET POSITION - ENTERPRISE FUND
FOR THE YEAR ENDED JUNE 30, 2018

	Nonmajor Enterprise Fund
	Enterprise Fund
Operating Revenues:	
Local Revenue	$ 77,943
Total Revenues	77,943
Operating Expenses:	
Classified Personnel Salaries	24,900
Employee Benefits	1,891
Books and Supplies	1,267
Services and Other Operating Expenses	41,825
Total Expenses	69,883
Income (Loss) before Contributions and Transfers	8,060
Interfund Transfers In	81,000
Change in Net Position	89,060
Total Net Position - Beginning	-
Total Net Position - Ending	$ 89,060

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF CASH FLOWS
ENTERPRISE FUND
FOR THE YEAR ENDED JUNE 30, 2018

	Nonmajor Enterprise Fund Enterprise Fund
Cash Flows from Operating Activities:	
Cash Received from Customers	$ 74,299
Cash Payments to Employees for Services	26,791
Cash Payments to Other Suppliers for Goods and Services	43,092
Net Cash Provided (Used) by Operating Activities	144,182
Cash Flows from Non-capital Financing Activities:	
Transfers From (To) Other Funds	(17,613)
Net Cash Provided (Used) by Non-capital Financing Activities	(17,613)
Cash Flows from Investing Activities:	
Interest and Dividends on Investments	1,316
Net Cash Provided (Used) for Investing Activities	1,316
Net Increase (Decrease) in Cash and Cash Equivalents	127,885
Cash and Cash Equivalents at Beginning of Year	-
Cash and Cash Equivalents at End of Year	$ 127,885
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:	
Operating Income (Loss)	$ 89,060
Deferred Outflows of Resources	(579)
Change in Assets and Liabilities:	
Decrease (Increase) in Receivables	(2,328)
Decrease (Increase) in Due From	(122)
Increase (Decrease) in Accounts Payable	29
Increase (Decrease) in Due To	41,825
Total Adjustments	39,404
Net Cash Provided (Used) by Operating Activities	$ 127,885

The accompanying notes are an integral part of this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
JUNE 30, 2018

	Agency Fund Student Body Fund
ASSETS:	
Cash on Hand and in Banks	$ 137,809
Total Assets	137,809
LIABILITIES:	
Due to Student Groups	$ 137,809
Total Liabilities	137,809
NET POSITION:	
Total Net Position	$ -

The accompanying notes are an integral part of this statement.

A. Summary of Significant Accounting Policies

Valley Center-Pauma Unified School District (District) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's "California School Accounting Manual". The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Reporting Entity

The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental reporting "entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

The Valley Center-Pauma Community Facilities Districts (CFDs) have a financial and operational relationship which meet the reporting entity definition criteria of the Codification of Governmental Accounting and Financial Reporting Standards, Section 2100, for inclusion of the CFDs as component units of the District. Therefore, the financial activities of the CFDs have been included in the basic financial statements of the District as a blended component unit.

The following are those aspects of the relationship between the District and the CFDs which satisfy Codification of Governmental Accounting and Financial Reporting Standards, Section 2100, criteria:

Manifestations of Oversight

a. The CFDs Boards of Directors were appointed by the District's Board of Education.

b. The CFDs have no employees. The District's Superintendent, Chief Business Official, and other employees of the District function as agents of the CFDs. None of the aforementioned individuals receive additional compensation for work performed in this capacity.

c. The District exercises significant influence over operations of the CFDs.

Accounting for Fiscal Matters

a. All major financing arrangements, contracts, and other transactions of the CFDs must have consent of the District.

Scope of Public Service and Financial Presentation

a. The CFDs were created for the sole purpose of financially assisting the District.

b. The CFDs were created pursuant to a joint powers agreement between the District and the California Statewide Communities Development Authority (CSCDA), pursuant to the California Government Code, commencing with Section 6500. The CFDs were formed to provide financing assistance to the District for construction and acquisition of major capital facilities.

c. The CFDs financial activity are presented in the financial statements in the Capital Projects Fund for Blended Component Units. Debt issued by the CFDs are included in the government-wide financial statements.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the District. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

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

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

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

The District reports the following major governmental funds:

General Fund. This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Cafeteria Fund. This fund is used to account for the activities associated with the District's food service program.

CFD Debt Service Fund. This fund is used to account for the accumulation of resources for the payment of principal and interest on bonds issued by Mello-Roos Community Facilities Districts and similar entities that are considered blended component units of the LEA under generally accepted accounting principles (GAAP).

CFD Capital Projects Fund. This fund is used to account for expenditures relating to capital projects of the Mello-Roos Community Facilities Districts.

The District reports the following major enterprise funds:

Enterprise Fund. This fund is used to account for the revenues and expenses associated with the District's Extended Student Services program which operates before/after school programs throughout the District.

In addition, the District reports the following fund types:

Special Revenue Funds. These funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.

Capital Projects Funds. These funds are used to account for the proceeds from bond issuances and for the acquisition of capital assets of the district.

Debt Service Funds. These funds are used to account for the payment of the District's bonds and the collection of taxes.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

b. Measurement Focus, Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

3. Encumbrances

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

4. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and district superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was used as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

5. Revenues and Expenses

a. Revenues - Exchange and Non-Exchange

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

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

b. Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable, and typically paid within 90 days. Principal and interest on long-term obligations, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

6. Assets, Liabilities, and Equity

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code Section 41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure when incurred.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used.

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

Asset Class	Estimated Useful Lives
Buildings	50
Building Improvements	20
Vehicles	2-15
Office Equipment	3-15
Computer Equipment	3-15

d. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

e. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in the general fund at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

f. Unearned Revenue

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

g. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

h. Property Taxes

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on November 15 and March 15. Unsecured property taxes are payable in one installment on or before August 31. The County of San Diego bills and collects the taxes for the District.

i. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

7. Deferred Inflows and Deferred Outflows of Resources

Deferred outflows of resources is a consumption of net position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

8. GASB 54 Fund Presentation

Consistent with fund reporting requirements established by GASB Statement No. 54, Fund 14 (Deferred Maintenance Fund) is merged with the General Fund for purposes of presentation in the audit report.

9. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan) and additions to/deductions from the CalPERS Plan and CalSTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD)	June 30, 2016
Measurement Date (MD)	June 30, 2017
Measurement Period (MP)	July 1, 2016 to June 30, 2017

10. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates. Actual results could differ from those estimates.

11. Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles as defined by Governmental Accounting Standards Board (GASB) Statement No. 72. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The hierarchy is detailed as follows:

Level 1 Inputs:	Quoted prices (unadjusted) in active markets for identical assets or liabilities that a government can access at the measurement date.
Level 2 Inputs:	Inputs other than quoted prices included within Level 1 that are observable for an asset or liability, either directly or indirectly.
Level 3 Inputs:	Unobservable inputs for an asset or liability.

For the current fiscal year the District did not have any recurring or nonrecurring fair value measurements.

12. Change in Accounting Policies

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2018. Those newly implemented pronouncements are as follows:

GASB 75 - Accounting and Financial Reporting for Postemployment Benefits Other than Pensions

The primary objective of this statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (OPEB). This statement replaces the requirements of GASB 45 and GASB 57. This statement establishes standards for recognizing and measuring OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense. This statement also identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service for defined benefit OPEB.

The District provides a defined benefit OPEB plan that is not administered through a trust, but meets the criteria specified in GASB 75. As a result, the District has adjusted measurement of OPEB liability, OPEB expense, and related deferred outflows and inflows of resources in compliance with GASB 75. The change in accounting policies resulted in an adjustment to beginning net position in order to accurately reflect current period transactions. Additional note disclosures regarding OPEB liability, OPEB expense, and related deferred inflows and outflows of resources are located in Note N. Additional note disclosures regarding the adjustment to beginning net position resulting from this change in accounting policy are located in Note P.

GASB 81 - Irrevocable Split-Interest Agreements

The primary objective of this statement is to improve accounting and financial reporting for irrevocable split-interest agreements by providing recognition and measurement guidance for situations in which a government is a beneficiary of the agreement. This statement requires that a government receiving resources pursuant to an irrevocable split-interest agreement recognize assets, liabilities, and deferred inflows of resources at the inception of the agreement. This statement also requires that a government recognize assets representing its beneficial interests in irrevocable split-interest agreements that are administered by a third party, if the government controls the present service capacity of the beneficial interests. In addition, this statement requires that a government recognize revenue when the resources become applicable to the reporting period.

The District does not receive resources pursuant to an irrevocable split-interest agreement, nor does the District have any beneficial interests in irrevocable split interest agreements as of June 30, 2018. The District has adopted the accounting policies in the event that the District obtains a beneficial interest in a future split-interest agreement. There have been no adjustments made to the financial statements or note disclosures as a result of adoption of the accounting policies pursuant to GASB 81.

GASB 85 - Omnibus 2017

The primary objective of this statement is to address practice issues that were identified during implementation and application of certain GASB statements. This statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and OPEB). The statement was issued as a clarifying measure to previously issued statements.

The implementation of this statement resulted in a change in how the District recognizes on-behalf payments for the special funding situation for CalSTRS pension. The results of implementing these accounting policies did not have a material effect on the financial statements and did not affect previous periods.

GASB 86 - Certain Debt Extinguishment Issues

The primary objective of this statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources, other than proceeds of refunding debt, are placed in an irrevocable trust for the sole purpose of extinguishing debt. This statement also improves accounting and financial statements for debt that is defeased in substance.

The District does not have any in-substance defeasance of debt as of June 30, 2018. The District has adopted the accounting policies in the event that the District extinguishes debt through use of a legal extinguishment or through an in-substance defeasance in a future period. There have been no adjustments made to the financial statements or note disclosures as a result of adoption of the accounting policies pursuant to GASB 86.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations.

Violation	Action Taken
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

Fund Name	Deficit Amount	Remarks
None reported	Not applicable	Not applicable

C. Cash and Investments

1. Cash in County Treasury:

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool ($6,060,357 as of June 30, 2018). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was $6,060,357. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investments in the pool is reported in the accounting financial statements as amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of the portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

The San Diego County Treasury is not registered with the Securities and Exchange Commission (SEC) as an investment company; however, the County Treasury acts in accordance with investment policies monitored by a Treasury Oversight Committee consisting of members appointed by participants in the investment pool and up to five members of the public having expertise, or an academic background in, public finance. In addition, the County Treasury is audited annually by an independent auditor.

2. Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks ($137,809 as of June 30, 2018) and in the revolving fund ($50,000) are insured up to $250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

3. Cash with Fiscal Agent

The District's cash with fiscal agent at June 30, 2018 is shown below.

Account Type	Maturity	Fair Value
Money Market Funds	<30 Days	$ 1,832,087
Total Cash with Fiscal Agent		$ 1,832,087

4. Investments Authorized by the California Government Code and the District's Investment Policy

The table below identifies the investment types that are authorized for the District by the California Government Code (or the District's investment policy, where more restrictive). The table also identifies certain provisions of the California Government Code (or the District's investment policy where more restrictive) that address interest rate risk, credit risk, and concentration of credit risk. This table does not address investments of debt proceeds held by bond trustee that are governed by the provisions of debt agreements of the District, rather than the general provisions of the California Government Code or the District's investment policy.

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 Years	None	None
Registered State Bonds, Notes, Warrants	5 Years	None	None
U.S. Treasury Obligations	5 Years	None	None
U.S. Agency Securities	5 Years	None	None
Banker's Acceptance	180 Days	40%	30%
Commercial Paper	270 Days	25%	10%
Negotiable Certificates of Deposit	5 Years	30%	None
Repurchase Agreements	1 Year	None	None
Reverse Repurchase Agreements	92 Days	20% of Base	None
Medium-Term Corporate Notes	5 Years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 Years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

5. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end the District was not exposed to credit risk.

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: The California Government code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies. California law also allows financial institutions to secure deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

As of June 30, 2018, the District's bank balances (including revolving cash) was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer.

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. Investments in any one issuer that represent five percent or more of the total investments are either an external investment pool and are therefore exempt. As such, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the county pool.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

6. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported in conformity with GASB Statement No. 77 unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

D. Accounts Receivable

Accounts receivable at June 30, 2018 consisted of the following:

	Major Governmental Funds				
	General Fund	Cafeteria Fund	Nonmajor Govermental Funds	Total Govermental Funds	Enterprise Fund
Federal Government:					
Federal Programs	$ 446,733	$ 206,330	$ -	$ 653,063	$ -
State Government:					
Lottery	168,804	-	-	168,804	-
LCFF Sources	14,113	-	-	14,113	-
Other State Programs	78,763	16,832	-	95,595	-
Local Sources:					
Interest	35,171	586	1,117	36,874	538
Other	679,917	1,373	17,794	699,084	1,790
Total	$ 1,423,501	$ 225,121	$ 18,911	$ 1,667,533	$ 2,328

All accounts receivable are considered to be collectible in full and as such no allowance for doubtful accounts has been established.

E. Capital Assets

Capital asset activity for the year ended June 30, 2018, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 4,387,510	$ -	$ -	$ 4,387,510
Total capital assets not being depreciated	4,387,510	-	-	4,387,510
Capital assets being depreciated:				
Buildings	73,403,934	-	-	73,403,934
Improvements	2,660,117	-	-	2,660,117
Equipment	9,491,182	1,082,770	829,021	9,744,931
Total capital assets being depreciated	85,555,233	1,082,770	829,021	85,808,982
Less accumulated depreciation for:				
Buildings	(27,341,733)	(1,720,534)	-	(29,062,267)
Improvements	(657,887)	(108,315)	-	(766,202)
Equipment	(6,754,892)	(450,600)	(7,764)	(7,197,728)
Total accumulated depreciation	(34,754,512)	(2,279,449)	(7,764)	(37,026,197)
Total capital assets being depreciated, net	50,800,721	(1,196,679)	821,257	48,782,785
Governmental activities capital assets, net	$ 55,188,231	$ (1,196,679)	$ 821,257	$ 53,170,295

Depreciation was charged to functions as follows:

Unallocated	$ 2,279,449
	$ 2,279,449

F. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2018, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
Cafeteria fund	General Fund	$ 4,479	Temporary loan and expenses
General Fund	Cafeteria Fund	180,819	Expense reimbursement
General Fund	Capital Facilities Fund	19,538	Expense reimbursement
General Fund	Enterprise Fund	41,825	Expense reimbursement
General Fund	General Fund	19,181	Expense reimbursement
Enterprise Fund	General Fund	122	Expense reimbursement
	Total	$ 265,964	

All amounts due are scheduled to be repaid within one year.

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2018, consisted of the following:

Transfers From	Transfers To	Amount	Reason
General Fund	Cafeteria Fund	$ 127,500	Fund contribution
General Fund	Entrerprise Fund	81,000	Fund contribution
Deferred Maintenance Fund	General Fund	680	Reimburse expenditures
Blended Components Fund	General Fund	400,382	Reimburse expenditures
Bond Interest & Redemption	General Fund	207,000	Reimburse expenditures
	Total	$ 816,562	

G. Accounts Payable

Accounts payable at June 30, 2018 consisted of:

	General Fund	Cafeteria Fund	CFD Capital Projects Funds	Total Governmental Funds	Enterprise Fund
Vendor payables	$ 500,546	$ 15,988	$ 400,382	$ 916,916	$ 10
Pension liability	243,605	4,822	-	248,427	15
Payroll and payroll taxes	123,600	134	-	123,734	4
Due to grantor governments	316,611	-	-	316,611	-
Total	$ 1,184,362	$ 20,944	$ 400,382	$ 1,605,688	$ 29

H. Short-Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as Other Resources. During the year ended June 30, 2018, the District did not enter into any short-term debt agreements.

I. Deferred Outflows of Resources

A summary of the deferred outflows of resources as of June 30, 2018 is as follows:

Description	Balance July 1, 2017	Additions	Current Year Amortization	Balance June 30, 2018
CFD Refunding Loss	$ 941,970	$ -	$ 55,410	$ 886,560
OPEB related	654,790	-	228,345	426,445
Pension related	7,784,162	14,786,268	6,989,403	15,581,027
Total Deferred Outflows of Resources	$ 9,380,922	$ 14,786,268	$ 7,273,158	$ 16,894,032

Future amortization of deferred outflows of resources is as follows:

Year Ending June 30	OPEB Related	Refunding Loss	Pension Related	Total
2019	$ 426,445	$ 55,410	$ 7,319,374	$ 7,801,229
2020	-	55,410	3,403,804	3,459,214
2021	-	55,410	2,683,711	2,739,121
2022	-	55,410	2,174,138	2,229,548
2023	-	55,410	-	55,410
2024-2028	-	277,050	-	277,050
2029-2033	-	277,050	-	277,050
2033-2034	-	55,410	-	55,410
Total	$ 426,445	$ 886,560	$ 15,581,027	$ 16,894,032

J. Deferred Inflows of Resources

A summary of the deferred inflows of resources as of June 30, 2018 is as follows:

Description	Balance July 1, 2017	Additions	Current Year Amortization	Balance June 30, 2018
Pension related	$ 1,997,668	7,207,575	2,248,506	6,956,737
Total Deferred Inflows of Resources	$ 1,997,668	$ 7,207,575	$ 2,248,506	$ 6,956,737

Future amortization of deferred inflows of resources is as follows:

Year Ending June 30	Pension Related
2019	$ 2,248,508
2020	1,703,218
2021	1,563,498
2022	1,441,513
Total	$ 6,956,737

K. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2018, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
General obligation bonds	$ 152,302	$ -	$ 152,302	$ -	$ -
Capital leases	4,567,471	-	787,890	3,779,581	440,047
CFD special tax bonds	7,448,551	-	336,277	7,112,274	346,168
Net pension liability	44,344,629	5,169,658	-	49,514,287	-
Total OPEB liability	10,161,996	985,057	654,790	10,492,263	-
SDG&E Retro Fit	-	565,775	56,407	509,368	61,142
Compensated absences*	165,788	-	37,815	127,973	127,973
Total governmental activities	$ 66,840,737	$ 6,720,490	$ 2,025,481	$ 71,535,746	$ 975,330

* Other long-term liabilities

Liability	Activity Type	Fund
Compensated absences	Governmental	General

2. Capital Leases

Commitments under capitalized lease agreements for facilities and equipment provide for minimum future lease payments as of June 30, 2018 were as follows:

Year Ending June 30,	
2019	$ 524,736
2020	524,736
2021	524,736
2021	524,736
2022	524,736
2023-2027	1,552,114
Total minimum lease payments	4,175,794
Less amount representing interest	(396,213)
Present value of minimum lease payments	$ 3,779,581

3. General Obligation Bonds

General obligation bonds at June 30, 2018 consisted of the following:

	Date of Issue	Interest Rate	Maturity Date	Amount of Original Issue
2008 Election Series A	2008	2.6-6.2%	2018	$ 3,954,723

	Beginning Balance	Increases	Decreases	Ending Balance
2008 Election Series A	$ 152,302	$ -	$ 152,302	$ -

4. CFD Special Tax Bonds

CFD special tax bonds are debt issuance by the Community Facilities District (CFD) as authorized by the Mello-Roos Community Facilities Act of 1982 as amended, and the Mark-Roos Local Bond Pooling Act of 1982, and are payable from special taxes levied on property within the Community Facilities Districts according to a methodology approved by the voters within the District. Neither the faith and credit nor taxing power of the District is pledged to payment of the bonds. Reserves have been established from bond proceeds to meet delinguencies should they occur. If deliquencies occur beyond the amounts held in those reserves, the District has no duty to pay the deliquency out of any available funds of the District. The District acts soley as an agent for the CFD. Special assessment debt in the amount of $8,555,000 was issued during the year ended June 30, 2013.

Special tax bonds issued by the CFD at June 30, 2018 consisted of the following:

	Date of Issue	Interest Rate	Maturity Date	Original Issue
2013 Refunding Sp. Tax Bonds	05/21/13	2.00 - 4.25%	09/01/33	$ 8,855,000
Total Special Tax Bonds				$ 8,855,000

	Beginning Balance	Increases	Decreases	Ending Balance
2013 Refunding Sp. Tax Bond	$ 7,535,000	$ -	$ 340,000	$ 7,195,000
2013 Bond Premium	(86,449)	-	(3,723)	(82,726)
Total	$ 7,448,551	$ -	$ 336,277	$ 7,112,274

The annual requirements to amortize the bonds outstanding at June 30, 2017 for CFD #3 are as follows:

Year Ending June 30,	Principal	Interest	Total
2019	$ 350,000	$ 260,856	$ 610,856
2020	360,000	250,206	610,206
2021	375,000	239,181	614,181
2022	380,000	227,619	607,619
2023	395,000	215,263	610,263
2024-2028	2,165,000	857,813	3,022,813
2029-2033	2,595,000	394,978	2,989,978
2034-2038	575,000	12,219	587,219
Total	$ 7,195,000	$ 2,458,135	$ 9,653,135

5. SDG&E Retro Fit

Commitments for future payments on the SDG&E Retro Fit loan as of June 30, 2018 are as follows:

Year Ending June 30,	
2019	$ 61,142
2020	61,142
2021	61,142
2021	61,142
2022	61,142
2023-2027	203,658
Total	509,368

6. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2018 amounted to $127,973. This amount is included as part of long-term liabilities in the government-wide financial statements.

7. Net Pension Liability

The District's beginning net pension liability was $44,344,629 and increased by $5,169,658 during the year ended June 30, 2018. The ending net pension liability at June 30, 2018 was $49,514,287. See Note M for additional information regarding the net pension liability.

8. Total OPEB Liability

The District's beginning total OPEB liability was $10,161,996 and increased during the year ended June 30, 2018 by $330,267. The ending total OPEB liability at June 30, 2018 was $10,492,263. See Note N for additional information regarding the total OPEB liability.

L. Joint Ventures (Joint Powers Agreements)

The District participates in two joint powers agreements (JPA) entity, the San Diego County Schools Risk Management (SDCSRM) and the Fringe Benefit Consortium (FBC). The relationship between the District and the JPA's is such that the JPA's are not a component unit of the District.

The JPA's arranges for and provides for various types of insurances for its member districts as requested. The JPA's are governed by a board consisting of a representative from each member district. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA's.

Financial information on the District's share of the JPA's for the year ended June 30, 2018 was not available at the time this report was issued. The information can be obtained by contacting the JPA's directly.

M. Pension Plans

1. General Information About the Pension Plans

a. Plan Descriptions

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

b. Benefits Paid

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits in effect at June 30, 2018 are summarized as follows:

	CalSTRS	
	Before	On or After
Hire Date	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life
Retirement Age	50-62	50-62
Monthly Benefits as a % of Eligible Compensation	1.1-2.4%	1.0-2.4%*
Required Employee Contribution Rates (at June 30, 2018)	10.250%	9.205%
Required Employer Contribution Rates (at June 30, 2018)	14.430%	14.430%
Required State Contribution Rates (at June 30, 2018)	7.083%	7.083%

*Amounts are limited to 120% of Social Security Wage Base.
**The rate imposed on CalSTRS 2% at 62 members is based on the normal cost of benefits.

	CalPERS	
	Before	On or After
Hire Date	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 55	2% at 62
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly For Life
Retirement Age	50-62	52-67
Monthly Benefits as a % of Eligible Compensation	1.1-2.5%	1.1-2.5%*
Required Employee Contribution Rates (at June 30, 2018)	7.000%	6.500%
Required Employer Contribution Rates (at June 30, 2018)	15.531%	15.531%

*Amounts are limited to 120% of Social Security Wage Base.

c. Contributions

CalSTRS

For the measurement period ended June 30, 2017 (measurement date), Section 22950 of the California Education Code requires members to contribute monthly to the system 9.205% (if hired on or after January 1, 2013) or 10.25% (if hired before January 1, 2013) of the creditable compensation upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS Board have been established at 12.58% of creditable compensation for the measurement period ended June 30, 2017 and 14.43% for the fiscal year ended June 30, 2018. Rates are defined in Section 22950.5 through measurement period ending June 30, 2021. Beginning in the fiscal year 2021-22 and for each fiscal year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary.

CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the measurement period ending June 30, 2017 (measurement date), employees hired prior to January 1, 2013 paid in 7.00%, employees hired on or after January 1, 2013 paid in 6.00%, and the employer contribution rate was 13.888% of covered payroll. For the fiscal year ending June 30, 2018, employees hired prior to January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 6.50%, and the employer's contribution rate was 15.531%.

On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the measurement period ended June 30, 2017 (measurement date) the State contributed 7.774% of salaries creditable to CalSTRS. In accordance with GASB 85 the District recorded these contributions as revenue and expense in the fund financial statements based on contributions made for the measurement period (current financial resources measurement focus). The government-wide financial statements have recorded revenue and expense for pension expense paid on behalf of the District (economic resources measurement focus). On behalf payments have been excluded from the calculation of available reserves, and have not been included in the budgeted amounts reported in the General Fund Budgetary Comparison Schedule. Contributions reported each fiscal year are based on the District's proportionate share of the States contribution for the measurement period.

Contributions made by the State on behalf of the District for the past three fiscal years are as follows:

Year Ended June 30,	Contribution Rate	Contribution Amount
2016	4.500%	$ 912,962
2017	5.980%	1,246,676
2018	7.774%	1,557,066

The State's pension expense associated with District employees for the past three fiscal years are as follows:

Year Ended June 30,	On Behalf Pension Expense
2016	$ 1,743,835
2017	3,029,747
2018	946,179

d. Contributions Recognized

For the measurement period ended June 30, 2017 (fiscal year June 30, 2018), the contributions recognized for each plan were:

	CalSTRS	CalPERS	Total
Contributions - Employer	$ 2,622,034	$ 975,723	$ 3,597,757
Contributions - State On Behalf Payments	1,557,066	-	1,557,066
Total Contributions	$ 4,179,100	$ 975,723	$ 5,154,823

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2018 the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan as follows:

	CalSTRS	CalPERS	Total
Proportionate Share of Net Pension Liabiltiy - Governmental	$ 36,455,713	$ 13,058,572	$ 49,514,285

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2017. The total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016 rolled forward to measurement date June 30, 2017 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, as actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2017 and June 30, 2018 were as follows:

	CalSTRS		
	District's Proportionate Share	State's Proportionate Share	Total For District Employees
Proportion June 30, 2017	0.0409%	0.0234%	0.0643%
Proportion June 30, 2018	0.0394%	0.0234%	0.0628%
Change in Proportion	-0.0015%	-	-0.0015%

	CalPERS
	District's Proportionate Share
Proportion June 30, 2017	0.0571%
Proportion June 30, 2018	0.0547%
Change in Proportion	-0.0024%

a. Pension Expense

For the measurement period ended June 30, 2017 (fiscal year June 30, 2018), pension expense was recognized as follows:

	CalSTRS	CalPERS	Total
Change in Net Pension Liability (Asset)	$ 3,391,715	$ 1,777,943	$ 5,169,658
State On Behalf Pension Expense	946,179	1,025,430	1,971,609
Employer Contributions to Pension Expense	2,890,136	-	2,890,136
(Increase) Decrease in Deferred Outflows of Resources			
Employer Contributions Subsequent to Measurement Date	(283,418)	(46,551)	(329,969)
Differences between actual and expected experiences	(125,829)	(58,062)	(183,891)
Changes in assumptions	(6,303,416)	(2,034,570)	(8,337,986)
Changes in proportionate share	219,669	31,270	250,939
Net difference between projected and actual earnings	2,690	801,352	804,042
Increase (Decrease) in Deferred Inflows of Resources			
Differences between actual and expected experiences	(2,431)	-	(2,431)
Changes in assumptions	-	(138,662)	(138,662)
Changes in proportionate share	822,745	381,718	1,204,463
Net difference between projected and actual earnings	3,450,354	445,345	3,895,699
Total Pension Expense	$ 5,008,394	$ 2,185,213	$ 7,193,607

b. Deferred Outflows and Inflows of Resources

At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		
	CalSTRS	CalPERS	Total
Pension contributions subsequent to measurement date	$ 2,890,136	$ 1,025,430	$ 3,915,566
Differences between actual and expected experience	125,829	627,817	753,646
Changes in assumptions	6,303,416	2,034,570	8,337,986
Changes in employer's proportionate share	439,339	68,247	507,586
Net difference between projected and actual earnings	6,702	2,059,541	2,066,243
Total Deferred Outflows of Resources	$ 9,765,422	$ 5,815,605	$ 15,581,027

	Deferred Inflows of Resources		
	CalSTRS	CalPERS	Total
Differences between actual and expected experience	$ (3,936)	$ -	$ (3,936)
Changes in assumptions	-	(277,325)	(277,325)
Changes in employer's proportionate share	(1,309,779)	(381,718)	(1,691,497)
Net difference between projected and actual earnings	(3,450,354)	(1,533,625)	(4,983,979)
Total Deferred Inflows of Resources	$ (4,764,069)	$ (2,192,668)	$ (6,956,737)

Pension contributions made subsequent to the measurement date reported as deferred outflows of resources will be recognized as a portion of pension expense in the year ended June 30, 2019. The remaining amounts reported as deferred outflows or deferred inflows of resources will be recognized as an increase or decrease to pension expense over a five year period. Pension expense resulting from deferred outflows and deferred inflows of resources will be recognized as follows:

	Governmental Activities				
	Deferred Outflows of Resources		Deferred Inflows of Resources		
Year Ended June 30,	CalSTRS	CalPERS	CalSTRS	CalPERS	Net Effect on Expenses
2019	$ 4,719,808	$ 2,599,566	$ (1,222,904)	$ (1,025,604)	$ 5,070,866
2020	1,829,670	1,574,134	(1,221,755)	(481,463)	1,700,586
2021	1,608,632	1,075,079	(1,220,697)	(342,801)	1,120,213
2022	1,607,312	566,826	(1,098,713)	(342,800)	732,625
Total	$ 9,765,422	$ 5,815,605	$ (4,764,069)	$ (2,192,668)	$ 8,624,290

c. Actuarial Assumptions

The total pension liabilities in the June 30, 2017 actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS		CalPERS	
Valuation Date	June 30, 2016		June 30, 2016	
Measurement Date	June 30, 2017		June 30, 2017	
Actuarial Cost Method	Entry Age Normal		Entry Age Normal	
Actuarial Assumptions:				
Discount Rate	7.10%		7.15%	
Inflation	2.75%		2.75%	
Wage Growth	3.50%		3.00%	
Projected Salary Increase	0.5% - 6.4%	(1)	3.10% - 9.00%	(1)
Investment Rate of Return	7.10%	(2)	7.50%	(2)
Mortality	0.073%-22.86%	(3)	0.466%-32.536%	(3)

(1) Depending on age, service and type of employment
(2) Net of pension plan investment expenses, including inflation
(3) RP2000 series tables adjusted to fit CalSTRS/CalPERS specific experience.

d. Discount Rate

The discount rate used to measure the total pension liability was 7.1000% for CalSTRS and 7.1500% for CalPERS. The projection of cash flows used to determine the discount rate assumed the contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the District bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from CalPERS and CalSTRS websites.

The CalPERS discount rate was increased from 7.50% to 7.65% at measurement date June 30, 2015 (Fiscal year June 30, 2016) to correct for an adjustment to exclude administrative expenses. Subsequently CalPERS discount rate was decreased from 7.65% to 7.15% at measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from actuarially determined amounts.

The CalSTRS discount rate was adjusted from 7.60% to 7.10% for measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from a new actuarial experience study.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The investment return assumption used in the accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle that is scheduled to be completed in February 2018. Any changes to the discount rate will require board action and proper stakeholder outreach. For these reasons, CalSTRS and CalPERS expect to continue using a discount rate net of administrative expenses for GASB 67 and GASB 68 calculations through at least the 2017-18 fiscal year. CalSTRS and CalPERS will continue to check the materiality of the difference in calculation until such time as they have changed their methodology.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

The tables below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

CalSTRS

Asset Class	Assumed Allocation 06/30/2017	Long Term Expected Return*
Global Equity	47.00%	6.30%
Fixed Income	12.00%	0.30%
Real Estate	13.00%	5.20%
Private Equity	13.00%	9.30%
Absolute Return	9.00%	2.90%
Inflation Sensitive	4.00%	3.80%
Cash/Liquidity	2.00%	-1.00%

*20 year geometric average used for long term expected real rate of return

CalPERS

Asset Class	Assumed Allocation 06/30/2017	Real Return Years 1-10(1)	Real Return Years 11+(2)
Global Equity	47.00%	4.90%	5.38%
Fixed Income	19.00%	0.80%	2.27%
Inflation Assets	6.00%	0.60%	1.39%
Private Equity	12.00%	6.60%	6.63%
Real Estate	11.00%	2.80%	5.21%
Infrastructure	3.00%	3.90%	5.36%
Liquidity	2.00%	-0.40%	-0.90%

(1) An expected inflation of 2.5% used for this period
(2) An expected inflation of 3.0% used for this period

e. Sensititivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	CalSTRS	CalPERS
1% Decrease	6.10%	6.15%
Net Pension Liability	$ 53,528,561	$ 19,213,344
Current Discount Rate	7.10%	7.15%
Net Pension Liability	$ 36,455,713	$ 13,058,572
1% Increase	8.10%	8.15%
Net Pension Liability	$ 22,599,940	$ 7,952,673

f. Total Pension Liability, Pension Plan Fiduciary Net Position and Net Pension Liability

CalSTRS - Governmental Activities

	Increase (Decrease)				
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)	State's Share of Net Pension Liability (c)	District's Share of Net Pension Liability (a) - (b) - (c)
Balance at June 30, 2017 (Previously Reported)	$ 173,511,301	$ 121,533,232	$ 51,978,069	$ 18,914,071	$ 33,063,998
Changes for the year:					
Change in proportionate share	(3,876,337)	(2,715,119)	(1,161,218)	19,412	(1,180,630)
Service cost	3,809,951	-	3,809,951	1,419,522	2,390,429
Interest	12,708,422	-	12,708,422	4,734,938	7,973,484
Differences between expected and actual experience	250,688	-	250,688	93,402	157,286
Change in assumptions	12,558,261	-	12,558,261	4,678,991	7,879,270
Contributions:					
Employer	-	2,622,002	(2,622,002)	(976,913)	(1,645,089)
Employee	-	2,161,872	(2,161,872)	(805,476)	(1,356,396)
State On Behalf	-	1,557,047	(1,557,047)	(580,129)	(976,918)
Net investment income	-	15,811,031	(15,811,031)	(5,890,917)	(9,920,114)
Other income	-	45,240	(45,240)	(16,856)	(28,384)
Benefit payments, including refunds of employee contributions	(8,734,829)	(8,734,829)	-	-	-
Administrative expenses	-	(114,579)	114,579	42,690	71,889
Borrowing costs	-	(36,414)	36,414	13,567	22,847
Other expenses	-	(6,441)	6,441	2,400	4,041
Net Changes	16,716,156	10,589,810	6,126,346	2,734,631	3,391,715
Balance at June 30, 2018	$ 190,227,457	$ 132,123,042	$ 58,104,415	$ 21,648,702	$ 36,455,713

CalPERS - Governmental Activities

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)
Balance at June 30, 2017 (Previously Reported)	$ 43,216,396	$ 31,935,767	$ 11,280,629
Changes for the year:			
Adjustment for change in proportionate share	(1,827,964)	(1,350,817)	(477,147)
Service cost	1,111,477	-	1,111,477
Interest	3,128,807	-	3,128,807
Differences between expected and actual experience	290,933	-	290,933
Changes in assumptions	2,543,213	-	2,543,213
Contributions - Employer	-	975,722	(975,722)
Contributions - Employee	-	490,908	(490,908)
Net plan to plan resource movement	-	(74)	74
Net investment income	-	3,397,906	(3,397,906)
Benefit payments, including refunds of employee contributions	(2,037,563)	(2,037,563)	-
Administrative expenses	-	(45,122)	45,122
Net Changes	3,208,903	1,430,960	1,777,943
Balance at June 30, 2018	$ 46,425,299	$ 33,366,727	$ 13,058,572

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

N. Postemployment Benefits Other Than Pension Benefits

Plan Description

The Valley Center-Pauma Unified School District (District) administers a single-employer healthcare plan (Plan). The plan provides medical benefits to eligible retirees up to age 65. Eligibility for retiree health benefits requires retirement from PERS/STRS on or after age 55 with at least 10 years of District eligible service. The District's financial obligation is to pay for retiree medical for the retiree's coverage up to an annual maximum to the retireee's attainment of age 65. The retiree can elect dependent coverage and dental and vision benefits on a self-pay basis.

Plan Eligibility

Employees who retire at age 55 or older with at least 15 years of equivalent full-time District service and are covered under District health benefits are eligible to receive District paid retiree medical benefits for the retiree only to age 65. Part-time employees earn a portion of full-time credits toward the 15 year requirement. Post-65 coverage, spouse medical coverage, dependent medical coverage and any dental and vision coverage is available to the retiree on a self-pay basis only.

Benefits Provided

The Plan provides the following benefits as follows:

Description	Plan
Benefit types provided	Medical, life, prescription, dental, and vision
Duration of benefits	To age 65
Required service	15 Years
Minimum age	55
Dependent coverage	No
District contribution %	100%

Employees Covered by Benefit Terms

At June 30, 2018, the following retirees were covered by the benefit terms:

Inactive plan members or beneficiaries currently receiving benefit payments	89
Inactive plan members entitled to but not yet receiving benefit payments	-
Active plan members	643
Total number of participants	732

2. Total OPEB Liability

The District's total OPEB liability of $10,492,263 was measured as of June 30, 2017, and was determined by an actuarial valuation as of that date.

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.75% per annum
Salary Increases	2.75% per annum, in aggregate
Discount Rate	3.40% per annum
Healthcare Cost Trend Rates	6.50% decreasing to 5.00%
Retiree's Share of Costs	0.00% of projected premiums

The discount rate is the average, rounded to 5 basis points, of the range of 3-20 year municipal bond rate indices: S&P Municipal Bond 20 Year High Grade Rate Index, Bond Buyer 20-Bond GO Index, and Fidelity GO 20 Year Bond Index.

Mortality rates are based on the most recent rates used by CalPERS and CalSTRS for pension valuations. The CalPERS mortality table was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using the Society of Actuaries Scale BB. The CalSTRS mortality table was developed based on CalSTRS specific data. The table includes mortality improvements set at 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of CalPERS actuarial experience study for the period July 1, 1997 through June 30, 2011 and the CalSTRS experience study for the period July 1, 2010 through June 30, 2015.

Changes in Total OPEB Liability

	Total OPEB Liability
Balance at June 30, 2017	$ 10,161,996
Changes for the year:	
Service cost	629,285
Interest	355,772
Benefit payments	(654,790)
Net changes	330,267
Balance at June 30, 2018	$ 10,492,263

There were no changes in benefit terms or assumptions and other inputs for the fiscal year ended June 30, 2018.

Sensitivity of the Total OPEB Liabiltiy to Changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.40%) or 1-percentage-point-higher (4.40%) than the current discount rate:

	1% Decrease (2.40%)	Discount Rate (3.40%)	1% Increase (4.40%)
Total OPEB Liability	$ 11,228,135	$ 10,492,263	$ 9,810,724

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point-lower (5.50% decreasing to 4.00% per year) or 1-percentage-point higher (7.50% decreasing to 6.00% per year) than the current healthcare cost trend rates:

	1% Decrease	Healthcare Cost Trend Rate	1% Increase
	5.50% decreasing to 4.00%	6.50% decreasing to 5.00%	7.50% decreasing to 6.00%
Total OPEB Liability	$ 9,603,513	$ 10,492,263	$ 11,510,138

3. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2018 the District recognized OPEB expense of $1,436,707. At June 30, 2018 the District reported no deferred outflows or inflows of resources related to OPEB.

	Deferred Outflows of Resources
Contributions made subsequent to measurement date	$ 426,445

Amounts reported as deferred outflows of resources related to OPEB will be recognized in OPEB expense during the fiscal year ending June 30, 2019.

O. Components of Ending Fund Balance

As of June 30, 2018 ending fund balance consisted of the following:

	General Fund	Cafeteria Fund	CFD Capital Projects Fund	CFD Debt Service Fund
Nonspendable Fund Balances				
Revolving Cash	$ 50,000	$ -	$ -	$ -
Stores Inventories	26,838	134,248	-	-
Restricted Fund Balances				
Educational Programs	357,682	-	-	-
Medi-Cal	1,515	-	-	-
Child Nutrition Program	-	44,192	-	-
Capital Projects	13,229	-	132,200	-
Ongoing & Major Maintenance	187,564	-	-	-
Debt Service	-	-	-	1,299,505
Other Restricted	68,343	-	-	-
Committed Fund Balances				
Board Designated	1,397,161	-	-	-
Assigned Fund Balances				-
Reserved for Declining Enrollment	2,344,183	-	-	-
Unassigned Fund Balances				
Economic Uncertainty	1,397,027	-	-	-
Total Fund Balance	$ 5,843,542	$ 178,440	$ 132,200	$ 1,299,505

	Nonmajor Governmental Funds	Total Governmental Funds
Nonspendable Fund Balances		
Revolving Cash	$ -	$ 50,000
Stores Inventories	-	161,086
Restricted Fund Balances		
Educational Programs	-	357,682
Medi-Cal	-	1,515
Child Nutrition Program	-	44,192
Capital Projects	319,106	464,535
Ongoing & Major Maintenance	-	187,564
Debt Service	11,830	1,311,335
Other Restricted	-	68,343
Committed Fund Balances		
Board Designated	-	1,397,161
Assigned Fund Balances		
Reserved for Declining Enrollment	-	2,344,183
Unassigned Fund Balances		
Economic Uncertainty	-	1,397,027
Total Fund Balance	$ 330,936	$ 7,784,623

P. Adjustments to Beginning Net Position

During the fiscal year ended June 30, 2018, the District implemented GASB Statement No. 75 "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions". Implementation of GASB Statement No. 75 resulted in a change in calculations of total OPEB liability as well as deferred outflows and deferred inflows of resources associated with OPEB. In addition, the District determined that OPEB would fully be accounted for in the government-wide financial statements. The result of applying the change in accounting policy is an adjustment to beginning net position on the government wide financial statements.

A summary of adjustments to beginning balance are as follows:

	Government Wide Financial Statements
Beginning Net Position - Originally Stated	$ 7,576,806
Adjustments for Accounting Policy Change:	
Total OPEB Liability	(3,158,374)
Deferred Outflows of Resources	654,790
Total Adjustments	(2,503,584)
Beginning Net Position - As Restated	$ 5,073,222

Q. Risk Management

The District is exposed to risk of losses due to:

a. Torts,
b. Theft of, damage to, or destruction of assets,
c. Business interruption,
d. Errors or omissions,
e. Job related illnesses or injuries to employees,
f. Natural disasters,
g. Other risks associated with public entity risk pools

Risk management is the process of managing the District's activities to minimize the adverse effects of these risks. The main element of risk management are risk control (to minimize the losses that strike an organization) and risk financing (to obtain finances to provide for or restore the economic damages of those losses). Risk financing techniques include risk retention (self-insurance), risk transfer to and from an insurer, and risk transfer to a noninsurer.

The District has implemented the risk financing technique of risk transfer to an insurer. The District has purchased property & liability insurance as well as workers compensation insurance to cover any losses resulting from the risks identified above.

R. Commitments and Contingencies

Litigation

The District is involved in various litigation. In the opinion of management and legal counsel, the disposition of all litigation pending will not have a material effect on the financial statements.

State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

S. Subsequent Events

Implementation of New Accounting Guidance

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2019. Those newly implemented pronouncements are as follows:

GASB 83 - Certain Asset Retirement Obligations

This statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible capital assets should recognize a liability based on the guidance in this statement.

The District does not currently have any AROs and does not expect that implementation of the pronouncement will have an impact on the financial statements.

GASB 88 - Certain Disclosures Related to Debt, Including Direct Borrowing and Direct Placements

The primary objective of this statement is to improve the information that is disclosed in notes to government financial statements related to debt, including direct borrowings and direct placements. It also clarifies which liabilities governments should include when disclosing information related to debt.

This statement defines debt for purposes of disclosure in notes to financial statements as a liability that arises from a contractual obligation to pay cash (or other assets that may be used in lieu of cash) in one or more payments to settle an amount that is fixed at the date the contractual obligation is established. This statement requires that additional essential information related to debt be disclosed in notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses.

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

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

EXHIBIT B-1

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2018

	Budgeted Amounts			Variance with Final Budget Positive
	Original	Final	Actual	(Negative)
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	$ 12,555,700	$ 12,757,693	$ 12,476,627	$ (281,066)
Education Protection Account Funds	4,596,651	4,263,572	4,263,572	-
Local Sources	17,315,205	17,260,220	17,541,287	281,067
Federal Revenue	3,483,975	3,478,256	3,478,256	-
Other State Revenue	3,255,487	3,831,361	3,831,361	-
Other Local Revenue	3,487,920	3,172,440	3,172,440	-
Total Revenues	44,694,938	44,763,542	44,763,543	1
Expenditures:				
Current:				
Certificated Salaries	20,097,205	20,702,696	20,702,696	-
Classified Salaries	7,108,867	7,351,465	7,351,466	(1)
Employee Benefits	10,412,154	10,269,886	10,269,886	-
Books And Supplies	1,887,739	2,245,663	2,154,715	90,948
Services And Other Operating Expenditures	5,682,981	5,692,599	5,128,154	564,445
Capital Outlay	-	249,869	815,643	(565,774)
Debt Service:				
Principal	-	57,224	148,172	(90,948)
Interest	-	1,287	1,287	-
Total Expenditures	45,188,946	46,570,689	46,572,019	(1,330)
Excess (Deficiency) of Revenues Over (Under) Expenditures	(494,008)	(1,807,147)	(1,808,476)	(1,329)
Other Financing Sources (Uses):				
Transfers In	88,842	608,061	608,061	-
Transfers Out	-	(208,500)	(208,500)	-
Other Sources	-	565,775	565,775	-
Total Other Financing Sources (Uses)	88,842	965,336	965,336	-
Net Change in Fund Balance	(405,166)	(841,811)	(843,140)	(1,329)
Fund Balance, July 1	6,686,680	6,686,680	6,686,680	-
Fund Balance, June 30	$ 6,281,514	$ 5,844,869	$ 5,843,540	$ (1,329)

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

EXHIBIT B-2

CAFETERIA FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2018

	Budgeted Amounts			Variance with Final Budget Positive
	Original	Final	Actual	(Negative)
Revenues:				
Federal Revenue	$ 1,100,000	$ 1,231,860	$ 1,231,860	$ -
Other State Revenue	75,000	87,737	87,737	-
Other Local Revenue	262,300	260,510	260,510	-
Total Revenues	1,437,300	1,580,107	1,580,107	-
Expenditures:				
Current:				
Classified Salaries	688,601	685,177	685,177	-
Employee Benefits	232,931	222,680	222,680	-
Books And Supplies	707,500	738,584	738,584	-
Services And Other Operating Expenditures	(8,474)	(36,302)	(36,302)	-
Total Expenditures	1,620,558	1,610,139	1,610,139	-
Excess (Deficiency) of Revenues Over (Under) Expenditures	(183,258)	(30,032)	(30,032)	-
Other Financing Sources (Uses):				
Transfers In	186,158	127,500	127,500	-
Total Other Financing Sources (Uses)	186,158	127,500	127,500	-
Net Change in Fund Balance	2,900	97,468	97,468	-
Fund Balance, July 1	80,972	80,972	80,972	-
Fund Balance, June 30	$ 83,872	$ 178,440	$ 178,440	$ -

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM
LAST TEN FISCAL YEARS *

	Fiscal Year									
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
District's proportion of the net pension liability (asset)	0.0394%	0.0409%	0.0418%	0.0399%	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share o" the net pension liability (asset)	$ 36,455,713	$ 33,064,000	$ 28,130,610	$ 23,318,885	N/A	N/A	N/A	N/A	N/A	N/A
State's proportionate share of the net pension liability (asset) associated with the 2018	21,649,046	19,807,964	16,561,682	15,135,138	N/A	N/A	N/A	N/A	N/A	N/A
Total	$ 58,104,759	$ 52,871,964	$ 44,692,292	$ 38,454,023	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	$ 20,842,878	$ 20,721,129	$ 20,310,494	$ 19,309,144	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	174.91%	159.57%	138.50%	120.77%	N/A	N/A	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	69.46%	70.04%	74.02%	76.52%	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF DISTRICT CONTRIBUTIONS
CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM
LAST TEN FISCAL YEARS *

	Fiscal Year									
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Contractually required contribution	$ 2,890,136	$ 2,622,034	2,179,316	1,714,652	N/A	N/A	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(2,890,136)	(2,622,034)	(2,179,316)	(1,714,652)	N/A	N/A	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	$ -	$ -	-	-	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	$ 20,028,663	$ 20,842,878	20,310,494	19309144	N/A	N/A	N/A	N/A	N/A	N/A
Contributions as a percentage of covered-employee payroll	14.430%	12.580%	10.730%	8.880%	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

EXHIBIT B-5

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM
LAST TEN FISCAL YEARS *

	Fiscal Year									
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
District's proportion of the net pension liability (asset)	0.0547%	0.0571%	0.0569%	0.0558%	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset)	$ 13,058,572	$ 11,280,629	$ 8,390,562	6,334,370	N/A	N/A	N/A	N/A	N/A	$ N/A
District's covered-employee payroll	$ 7,025,655	$ 7,048,380	$ 6,916,671	6,330,252	N/A	N/A	N/A	N/A	N/A	$ N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	185.87%	160.05%	121.31%	100.07%	N/A	N/A	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	71.87%	73.90%	79.43%	83.38%	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF DISTRICT CONTRIBUTIONS
CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM
LAST TEN FISCAL YEARS *

	Fiscal Year									
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Contractually required contribution	$ 1,025,430	$ 975,723	$ 819,418	745,134	N/A	N/A	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(1,025,430)	(975,723)	(819,418)	(745,134)	N/A	N/A	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	$ -	$ -	$ -	-	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	$ 6,602,472	$ 7,048,380	$ 6,916,671	6,330,252	N/A	N/A	N/A	N/A	N/A	N/A
Contributions as a percentage of covered-employee payroll	15.531%	13.843%	11.847%	11.771%	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

See Accompanying Notes to Required Supplementary Information.

EXHIBIT B-7

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF CHANGES IN THE DISTRICT'S
TOTAL OPEB LIABILITY AND RELATED RATIOS
VCPUSD RETIREE HEALTH PLAN
LAST TEN FISCAL YEARS *

	Fiscal Year Ended									
	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Total OPEB liability:										
Service cost	$ 629,285	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A
Interest	355,772	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Changes of benefit terms	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Differences between expected and actual experience	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Changes of assumptions or other inputs	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Benefit payments	(654,790)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Net change in total OPEB liability	330,267	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total OPEB liability - beginning	10,161,996	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total OPEB liability - ending	$ 10,492,263	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A
Covered-employee payroll	$ 24,905,000	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A	$ N/A
District's OPEB liability as a percentage of covered-employee payroll	42.10%	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2018

Budgetary Comparison Schedule - General Fund

As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No. 54, the District's Deferred Maintenance Fund (Fund 14) was included with the General Fund. The Budgetary Comparison Schedule included in the Required Supplementary Information is based on the legally adopted budget for the General Fund only.

General Fund - Fund Financial Statements Ending Fund Balance	$	5,843,542
Less Fund 14 Fund Balance		(2)
General Fund - Budgetary Comparison Schedule Ending Fund Balance	$	5,843,540

General Fund - Fund Financial Statements Net Change in Fund Balance	$	(883,206)
Change in Fund Balance attributed to Fund 14		40,066
General Fund - Budgetary Comparison Schedule Change in Fund Balance	$	(843,140)

Schedule of District's Proportionate Share - California State Teachers' Retirement System

1) Benefit Changes: In 2015, 2016, 2017 & 2018 there were no changes to benefits

2) Changes in Assumptions: In 2015, 2016 & 2017 there were no changes in assumptions. In 2018 there was a change in discount rate from 7.60% to 7.10%.

Schedule of District's Contributions - California State Teachers' Retirement System

The total pension liability for California State Teachers Retirement System was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2013, 2014, 2015 & 2016 and rolling forward the total pension liabilities to the June 30, 2014, 2015, 2016 & 2017 (measurement dates). In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017
Measurement Date	06/30/14	06/30/15	06/30/16
Valuation Date	06/30/13	06/30/14	06/30/15
Experience Study	07/01/06 - 06/30/10	07/01/06 - 06/30/10	07/01/06 - 06/30/10
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.60%	7.60%	7.60%
Consumer Price Inflation	3.00%	3.00%	3.00%
Wage Growth (Average)	3.75%	3.75%	3.75%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2018
Measurement Date	06/30/17
Valuation Date	06/30/16
Experience Study	07/01/10 - 06/30/15
Actuarial Cost Method	Entry Age Normal
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth (Average)	3.50%
Post-retirement Benefit Increases	2.00% Simple

CalSTRS changed the mortality assumptions based on the July 1, 2010 through June 30, 2015 experience study adopted by the CalSTRS board in February 2017. CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries. Additional information can be obtained by reviewing the CalSTRS Actuarial Experience Study on CalSTRS website.

Schedule of District's Proportionate Share - California Public Employees' Retirement System

1) Benefit Changes: In 2015, 2016, 2017 & 2018 there were no changes to benefits

2) Changes in Assumptions: In 2015 and 2017 there were no changes in assumptions. In 2016 the discount rate was changed from 7.5% to 7.65%. In 2018 the discount rate was changed from 7.65% to 7.15%.

Schedule of District's Contributions - California Public Employees' Retirement System

The total pension liability was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, 2014, 2015, & 2016 and rolling forward the total pension liabilities to June 30, 2014, 2015, 2016 & 2017 (measurement dates). The financial reporting actuarial valuation as of June 30, 2014, June 30, 2015, June 30, 2016 and June 30, 2017 used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017
Measurement Date	06/30/14	06/30/15	06/30/16
Valuation Date	06/30/13	06/30/14	06/30/15
Experience Study	07/01/97 - 06/30/11	07/01/97 - 06/30/11	07/01/97 - 06/30/11
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.50%	7.65%	7.65%
Consumer Price Inflation	2.75%	2.75%	2.75%
Wage Growth (Average)	3.00%	3.00%	3.00%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2018
Measurement Date	06/30/17
Valuation Date	06/30/16
Experience Study	07/01/97 - 06/30/11
Actuarial Cost Method	Entry Age Normal
Investment Rate of Return	7.15%
Consumer Price Inflation	2.75%
Wage Growth (Average)	3.00%
Post-retirement Benefit Increases	2.00% Simple

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table please refer to the April 2014 experience study report (based on demographic data from 1997 to 2011) available on CalPERS website.

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

1) Benefit Changes: In 2018 there were no changes to benefits.

2) Changes in Assumptions: In 2018 there were no changes in assumptions.

3) No assets are accumulated in a trust that meets the criteria in GASB Statement No 75 Paragraph 4.

4) The following are the discount rates used for each period:

Year	Discount Rate
2018	3.40%

Combining Statements
as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2018

	Debt Service Fund Bond Interest & Redemption	Capital Projects Fund Capital Facilities Fund	Total Nonmajor Governmental Funds (See Exhibit A-3)
ASSETS:			
Cash in County Treasury	$ 11,830	$ 319,733	$ 331,563
Accounts Receivable	-	18,911	18,911
Total Assets	11,830	338,644	350,474
LIABILITIES AND FUND BALANCE:			
Liabilities:			
Due to Other Funds	$ -	$ 19,538	$ 19,538
Total Liabilities	-	19,538	19,538
Fund Balance:			
Assigned Fund Balances	11,830	319,106	330,936
Total Fund Balance	11,830	319,106	330,936
Total Liabilities and Fund Balances	$ 11,830	$ 338,644	$ 350,474

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2018

	Debt Service Fund Bond Interest & Redemption	Capital Projects Fund Capital Facilities Fund	Total Nonmajor Governmental Funds (See Exhibit A-5)
Revenues:			
Other Local Revenue	$ 17,855	$ 655,832	$ 673,687
Total Revenues	17,855	655,832	673,687
Expenditures:			
Current:			
General Administration	-	28,006	28,006
Debt Service:			
Principal	152,191	696,347	848,538
Interest	529,309	95,280	624,589
Total Expenditures	681,500	819,633	1,501,133
Excess (Deficiency) of Revenues Over (Under) Expenditures	(663,645)	(163,801)	(827,446)
Other Financing Sources (Uses):			
Transfers Out	(207,000)	-	(207,000)
Total Other Financing Sources (Uses)	(207,000)	-	(207,000)
Net Change in Fund Balance	(870,645)	(163,801)	(1,034,446)
Fund Balance, July 1	882,475	482,907	1,365,382
Fund Balance, June 30	$ 11,830	$ 319,106	$ 330,936

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

Supplementary Information Section

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

LOCAL EDUCATION AGENCY
ORGANIZATION STRUCTURE
JUNE 30, 2018

Valley Center-Pauma Unified School District occupies approximately 300 square miles of San Diego County and enjoys a reputation as an outstanding school district. The District serves kindergarten through twelfth grade students. On July 1, 2000 Valley Center Union Elementary School District unified with Pauma Elementary School District and Valley Center High School from the Escondido Union High School District to become the Valley Center-Pauma Unified School District. The area's educational services now include Pauma School, Valley Center High School, and in September 2003, the District opened Lilac School, a K-5 elementary school.

Governing Board

Name	Office	Term Expires
Mike Adams	President	December 2020
Julie Stroh	Vice President	December 2022
Craig Adams	Clerk	December 2022
Mary Polito	Member	December 2020
Wendy Heredia	Member	December 2022

Administration

Ron McCowan
Superintendent

Dr. Mel Robertson
Assistant Superintendent

Jon Petersen
Chief Business Officer

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

TABLE D-1

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2018

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
TK/K-3:				
Regular ADA	1,072.02	-	1,073.97	-
Extended Year Special Education	1.82	-	1.82	-
Nonpublic, Nonsectarian Schools	0.62	-	0.62	-
TK/K-3 Totals	1,074.46	-	1,076.41	-
Grades 4-6:				
Regular ADA	922.40	-	923.69	-
Extended Year Special Education	0.98	-	0.98	-
Nonpublic, Nonsectarian Schools	1.28	-	1.28	-
Extended Year - Nonpublic	0.11	-	0.11	-
Grades 4-6 Totals	924.77	-	926.06	-
Grades 7-8:				
Regular ADA	618.78	-	620.04	-
Extended Year Special Education	0.74	-	0.74	-
Nonpublic, Nonsectarian Schools	0.77	-	0.77	-
Extended Year - Nonpublic	0.17	-	0.17	-
Grades 7-8 Totals	620.46	-	621.72	-
Grades 9-12:				
Regular ADA	1,149.55	-	1,157.54	-
Extended Year Special Education	0.29	-	0.37	-
Nonpublic, Nonsectarian Schools	2.26	-	2.27	-
Extended Year - Nonpublic	0.45	-	0.45	-
Grades 9-12 Totals	1,152.55	-	1,160.63	-
ADA totals	3,772.24	-	3,784.82	-

Average daily attendance is a measurement of the number of pupils attending classes of the district or charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

TABLE D-2

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018

Grade Level	Ed Code 46207 Minutes Requirement	2017-18 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Transitional Kindergarten	36,000	56,500	180	-	Complied
Kindergarten	36,000	56,500	180	-	Complied
Grade 1	50,400	54,700	180	-	Complied
Grade 2	50,400	54,700	180	-	Complied
Grade 3	50,400	54,700	180	-	Complied
Grade 4	54,000	54,700	180	-	Complied
Grade 5	54,000	54,700	180	-	Complied
Grade 6	54,000	54,700	180	-	Complied
Grade 7	54,000	54,700	180	-	Complied
Grade 8	54,000	54,700	180	-	Complied
Grade 9	64,800	64,812	180	-	Complied
Grade 10	64,800	64,812	180	-	Complied
Grade 11	64,800	64,812	180	-	Complied
Grade 12	64,800	64,812	180	-	Complied

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

The district has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the district and whether the district complied with the provisions of Education Code Sections 46200 through 46207. The district has neither met nor exceeded its target funding.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

TABLE D-3

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
YEAR ENDED JUNE 30, 2018

General Fund	Budget 2019 (See Note 1)	2018	2017	2016
Revenues and other financial sources	$ 47,171,103	$ 45,937,378	$ 47,250,049	$ 45,438,313
Expenditures, other outgo and transfers out	47,486,007	46,780,519	48,148,221	44,772,187
Change in fund balance (deficit)	(314,904)	(843,141)	(898,172)	666,126
Ending fund balance	$ 5,528,636	$ 5,843,540	$ 6,686,681	$ 7,584,853
Available reserves (See Note 2)	$ 3,372,708	$ 3,741,208	$ 6,227,346	$ 7,009,806
Available reserves as a percentage of total outgo (See Note 3)	7.1%	8.0%	12.9%	15.7%
Total long-term debt (See Note 4)	$ 10,553,866	$ 11,401,223	$ 12,168,323	$ 13,524,652
Average daily attendance at P-2	3,806	3,772	3,846	3,902

This schedule discloses the district's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the district's ability to continue as a going concern for a reasonable period of time.

The general fund balance has decreased by $1,075,187 over the past three years. The fiscal year 2018-19 budget projects a decrease of $314,904. For a district of this size, the State recommends available reserves of at least 3% of total general fund expenditures, transfers out, and other uses (total outgo).

Total long-term debt has decreased by $2,123,429 over the past two years.

Average daily attendance has decreased by 130 over the past two years.

Notes:

1. Budget 2019 is included for analytical purposes only and has not been subjected to audit.
2. Available reserves consist of all assigned fund balances, all unassigned fund balances and all funds reserved for economic uncertainties contained within the General Fund.
3. On behalf payments of $1,557,067, $2,199,411, and $1,259,996, have been excluded from the calculation of available reserves as a percentage of total outgo for the fiscal years ending June 30, 2018, 2017, and 2016.
4. Long-term debt consists of general obligation bonds, capital leases, and the SDG&E Retro Fit loan. Long-term debt obligations of the blended component unit have been excluded from this statement.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DI

TABLE D-4

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS
FOR THE YEAR JUNE 30, 2018

	General Fund	Deferred Maintenance Fund
June 30, 2018, annual financial and budget report fund balances	$ 5,843,540	$ 2
Adjustments and reclassifications:		
Increasing (decreasing) the fund balance:		
GASB Statement No. 54 Fund Consolidation	2	(2)
Net adjustments and reclassifications	2	(2)
June 30, 2018, audited financial statement fund balances	$ 5,843,542	$ -

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the SACS report to the audited financial statements. Funds that required no adjustment are not presented.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

TABLE D-5

SCHEDULE OF CHARTER SCHOOLS
YEAR ENDED JUNE 30, 2018

No charter schools are chartered by Valley Center-Pauma Unified School District.

Charter Schools	Included In Audit?
None	N/A

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Federal Expenditures
CHILD NUTRITION CLUSTER:				
U. S. Department of Agriculture				
Passed Through State Department of Education:				
School Breakfast Program	10.553	13525	$ -	$ 355,431
National School Lunch Program	10.555	13396	-	706,463
Noncash commodities	10.555	13396	-	154,225
Total Passed Through State Department of Education			-	1,216,119
Total U. S. Department of Agriculture			-	1,216,119
Total Child Nutrition Cluster			-	1,216,119
FOREST SERVICE SCHOOLS AND ROADS CLUSTER:				
U. S. Department of Agriculture				
Passed Through State Department of Education:				
Forest Reserve	10.665	10044	-	43,750
Total U. S. Department of Agriculture			-	43,750
Total Forest Service Schools and Roads Cluster			-	43,750
MEDICAID CLUSTER:				
U. S. Department of Health and Human Services				
Passed Through State Department of Education:				
Medi-Cal MAA	93.778	10013	-	20,657
Total U. S. Department of Health and Human Services			-	20,657
Total Medicaid Cluster			-	20,657
SPECIAL EDUCATION (IDEA) CLUSTER:				
U. S. Department of Education				
Passed Through State Department of Education:				
IDEA Basic Local Assistance	84.027	13379	-	698,149
IDEA Preschool Local	84.027A	13682	-	61,444
IDEA Mental Health	84.027A	14468	-	57,803
IDEA Preschool Grants	84.173	13430	-	20,216
Total Passed Through State Department of Education			-	837,612
Total U. S. Department of Education			-	837,612
Total Special Education (IDEA) Cluster			-	837,612

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Federal Expenditures
OTHER PROGRAMS:				
U. S. Department of Education				
Direct Program:				
Impact Aid - P.L. 81.874	84.041	-	-	1,442,543
Passed Through State Department of Education:				
Title I	84.010	14329	-	490,685
Migrant Education	84.011	14838	-	258,367
Carl D. Perkins Career & Technology Ed.	84.048	14894	-	25,061
Indian Education	84.060	10011	-	107,171
Workability	84.126	10006	-	120,016
21st Century	84.287	14350	-	333,597
Advanced Placement	84.330B	14831	-	823
Title III	84.365	15146	-	100,823
Title II Math & Science	84.366	14512	-	47,124
Title II Supporting Effective Instruction	84.367	14341	-	147,523
Total Passed Through State Department of Education			-	1,631,190
Total U. S. Department of Education			-	3,073,733
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ -	$ 5,191,871

The accompanying notes are an integral part of this schedule.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018

Basis of Presentation

The accompanying schedule of expenditures of federal awards ("the Schedule") includes the federal grant activity of Valley Center-Pauma Unified School District. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200 *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Therefore, some amounts may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. These expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 Direct and Indirect Costs. The District used an indirect cost rate of 3.90% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The District did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 Indirect Costs. The following programs utilized a lower indirect cost rate based on program restrictions or other factors determined by the District:

Program	CFDA#	Indirect Cost Rate
Title I-Part A	84.010	3.72%

Schoolwide Program

The District operates a "schoolwide program" at all school sites. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by the District in it's schoolwide program:

Program	CFDA#	Amount Expended
Title I-Part A	84.010	$490,685

Other Independent Auditor's Reports

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA
Mark Bomediano, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed In Accordance With *Government Auditing Standards*

Board of Trustees
Valley Center-Pauma Unified School District
Valley Center, California

Members of the Board of Trustees:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Valley Center-Pauma Unified School District, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Valley Center-Pauma Unified School District's basic financial statements, and have issued our report thereon dated December 17, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Valley Center-Pauma Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Valley Center-Pauma Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Valley Center-Pauma Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Valley Center-Pauma Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
December 17, 2018

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA
Mark Bomediano, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

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Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

Board of Trustees
Valley Center-Pauma Unified School District
Valley Center, California

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

We have audited the Valley Center-Pauma Unified School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Valley Center-Pauma Unified School District's major federal programs for the year ended June 30, 2018. Valley Center-Pauma Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Valley Center-Pauma Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Valley Center-Pauma Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Valley Center-Pauma Unified School District's compliance.

Opinion on Each Major Federal Program

In our opinion, the Valley Center-Pauma Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of the Valley Center-Pauma Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Valley Center-Pauma Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Valley Center-Pauma Unified School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
December 17, 2018

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA
Mark Bomediano, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

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Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

Board of Trustees
Valley Center-Pauma Unified School District
Valley Center, California

Members of the Board of Trustees:

Report on State Compliance

We have audited the District's compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* prescribed in Title 5, *California Code of Regulations,* Section 19810 that could have a direct and material effect on each of the District's state programs identified below for the fiscal year ended June 30, 2018.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations,* Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing* Standards issued by the Comptroller General of the United States; and the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* prescribed in Title 5, *California Code of Regulations,* Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Compliance Requirements	Procedures in Audit Guide Performed?
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:	
Attendance Accounting:	
Attendance Reporting	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
GANN Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	N/A
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program:	
After School	Yes
Before School	Yes
General Requirements	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A
CHARTER SCHOOLS:	
Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study	N/A
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Valley Center-Pauma Unified School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion of the effectiveness of the entity's internal control or on compliance outside of the items tested as noted above. This report is an integral part of an audit performed in accordance with the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations,* Section 19810 in considering the entity's compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
December 17, 2018

Findings and Recommendations Section

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
One or more material weaknesses identified?	___ Yes	X No	
One or more significant deficiencies identified that are not considered to be material weaknesses?	___ Yes	X None Reported	
Noncompliance material to financial statements noted?	___ Yes	X No	

2. Federal Awards

Internal control over major programs:			
One or more material weaknesses identified?	___ Yes	X No	
One or more significant deficiencies identified that are not considered to be material weaknesses?	___ Yes	X None Reported	
Type of auditor's report issued on compliance for major programs:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200?	___ Yes	X No	

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553, 10.555	Child Nutrition Cluster
84.010	Title I

Dollar threshold used to distinguish between type A and type B programs:	$750,000		
Auditee qualified as low-risk auditee?	X Yes	___ No	

3. State Awards

Any audit findings disclosed that are required to be reported in accordance with the state's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting?	___ Yes	X No	
Type of auditor's report issued on compliance for state programs:	Unmodified		

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

D. State Award Findings and Questioned Costs

NONE

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

Finding/Recommendation	Current Status	Management's Explanation If Not Implemented
Finding 2017-001 (40000) Kindergarten Continuance Finding In our review of kindergarten continuance forms at Valley Center Primary, we noted one student that continued kindergarten that did not have the proper state approved agreement-to-continue form on file. Recommendation Revise the P2 attendance report to reflect a decrease of .92 kindergarten ADA and revise the Annual attendance report to reflect a decrease of .89 kindergarten ADA due to the disallowed attendance for the student that did not have the proper continuance form on file. Implement procedures to ensure that all school sites utilize the proper state approved agreement-to-continue form for kindergarten continuance in future periods.	Implemented	