

Pauma School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

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, nurturing and caring environment that is committed to academic excellence. Serving the community for over 100 years, Pauma School is historic and rich in heritage. Pauma School is child centered and given our small school size, students are well known to staff members. It is our students and dedicated staff and community that make our school special. Prosocial and citizenship education is an integral part of instruction and students serve in leadership roles on campus. Staff development, as well as parent and community involvement are integral components to our school family.

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 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 class 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.

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

School Description and Mission Statement

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

The mission of Pauma School is to provide a safe and engaging learning environment so all students will progress academically, physically and socially to become 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	38
Grade 1	33
Grade 2	23
Grade 3	31
Grade 4	28
Grade 5	38
Grade 6	13
Grade 7	7
Grade 8	12
Total Enrollment	223

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	15.2
Hispanic or Latino	74.4
White	5.4
Two or More Races	4.9
Socioeconomically Disadvantaged	86.1
English Learners	45.7
Students with Disabilities	12.1
Homeless	4.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	17	16	197
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Advanced, published by Benchmark Education (Spring, 2017) ~ grades K-6 Adelante, published by Benchmark Education (Spring, 2017) ~ grades K-6 Study Sync Language Arts, published by McGraw Hill Ed. (Spring 2018) ~ grades 7 & 8	Yes	0
Mathematics	Eureka Mathematics, published by Great Minds (Spring 2018) ~ grades K-8	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	California Science, published by MacMillan-McGraw-Hill (June 2007) ~ grades K-6 Focus on Life Science, published by Glencoe McGraw-Hill (June 2007) ~ grades 7-8 Focus on Physical Science, published by Glencoe McGraw-Hill (June 2007) ~ grades 7-8	Yes	0
History-Social Science	California Vistas, published by McGraw-Hill (Spring, 2006) ~ grades K- 5 K= "We Learn Together" 1= "Family and Friends" 2= "People and Places" 3= "California Communities" 4= "Our Golden State" 5= "Making a New Nation" Middle School Social Studies Series published by McDougall Littell (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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Cleaning

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

Deferred Maintenance

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

Updates ~ School Construction/Modernization

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

Last Facilities/Williams Inspection conducted 9/6/2019 with a Williams Visit Consultant and overall rating of 98.66%

Overall School Rating: Good

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

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

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

Area 2 ~ Interior: Interior Surfaces = Rating: Good

Area 3 ~ Cleanliness: Overall Cleanliness = Rating: Good

Area 4 ~ Electrical: Electrical = Rating: Good

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

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

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

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

Overall School Rating 9/6/19 (date of visit) = Rating: Good

Average Percentage of 8 categories = 98.66%

Comments: Very well maintained site.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: September 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	Category 8 - Portable Boy's Restroom ~ Sheet flooring damaged Category 9 - Room 11 ~ Exterior drinking fountain low pressure ~ corrected
Safety: Fire Safety, Hazardous Materials	Good	Category 11- Kitchen ~ Peeling paint (ceiling) ~ corrected
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	40	41	39	50	50
Mathematics (grades 3-8 and 11)	14	13	23	24	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	124	95.38	4.62	39.52
Male	60	57	95.00	5.00	31.58
Female	70	67	95.71	4.29	46.27
Black or African American					
American Indian or Alaska Native	20	20	100.00	0.00	30.00
Filipino					
Hispanic or Latino	99	93	93.94	6.06	40.86
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	116	110	94.83	5.17	37.27
English Learners	74	69	93.24	6.76	33.33
Students with Disabilities	24	24	100.00	0.00	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	128	98.46	1.54	13.28
Male	60	59	98.33	1.67	18.64
Female	70	69	98.57	1.43	8.70
Black or African American					
American Indian or Alaska Native	20	20	100.00	0.00	10.00
Filipino					
Hispanic or Latino	99	97	97.98	2.02	11.34
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.28	1.72	14.04
English Learners	74	73	98.65	1.35	9.59
Students with Disabilities	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	17.5	22.5

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.8	0.8	4.5	2.5	5.7	3.6	3.5	3.5
Expulsions	0.8	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 4, 2019 and December 4, 2019 by the SSC.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	1		25	2	1	1	25	1	1	1
1	35			1	26		1		19	1		
2	24		2		27		1		26		2	
3	28		2	1	27		2		30		2	
4	30		1		31		1	1	27		2	
5	29		4		25	1	3		32		2	1
6	18	4										
Other**												

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

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

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

Title	Ratio
Academic Counselors*	446.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	2.6

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13194.0	\$3211.0	\$9983.0	\$74607.0
District	N/A	N/A	\$8788.0	79060.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	12.7	-5.8
State	N/A	N/A	4690.0	63037.0
Percent Difference - School Site and State	N/A	N/A	72.1	16.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Pauma School receives categorical funding and services from the following federal and state programs: Title 1, Title III, Title VII, Migrant Education, Special Education, and PAR (Peer Assistance and Review). Furthermore, Pauma School 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,980	\$46,208
Mid-Range Teacher Salary	\$82,682	\$72,218
Highest Teacher Salary	\$98,732	\$92,742
Average Principal Salary (Elementary)	\$118,677	\$134,864
Average Principal Salary (Middle)	\$130,261	\$118,220
Average Principal Salary (High)	\$145,130	\$127,356
Superintendent Salary	\$207,567	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

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