

Waukena Joint Union Elementary School

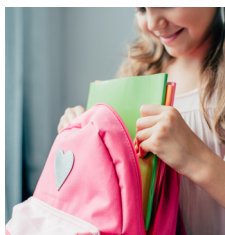
Grades K-8
CDS Code 54-72264-6054753

Deanna Cardoza, Ed.D.
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www.tcoe.org/districts/waukena.shtm

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Waukena Joint Union School District

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Principal's Message

Welcome to Waukena Joint Union Elementary School District where we are committed to empowering and motivating our students for today and beyond. Your time in reading this School Accountability Report Card (SARC) shows your interest and support for the future of Waukena Joint Union Elementary School. As a rural single-school district, Waukena Joint Union Elementary School District covers approximately 50 square miles and serves 200-225 students in grades K-8. Our income base is largely agricultural, with strong economic influence from the dairy industry. Our school provides a complete curriculum in the areas of language arts, mathematics, history and science. We rely on standards-based instruction and data-driven assessments to ensure academic growth of our students. Despite our small school size, Waukena Elementary, due to being a member of Tulare County small school's consortium, is able to engage our students in many positive and character-building competitions in the areas of academics and athletics.

During the previous state testing model, we achieved Safe Harbor in all subgroups. Under California Assessment of Student Performance and Progress (CAASPP), our dedicated teachers and staff, supportive school board, and students continue to strive for academic excellence. We have scored very competitively with similar schools on the CAASPP, and look to continue our improvement. Under the new California School Dashboard data, Waukena Elementary scores at the yellow performance level for mathematics, increasing 6.5 points from last year. We remained at the orange performance level for English language arts and suspension rate. Chronic absenteeism declined 2.3 percent.

Mission Statement

Our mission is to fully prepare all students for high school and then for either the work world or college in a society that is increasingly dependent on technology. We will provide students with the knowledge, skills, attitudes, and experiences they need to contribute to and participate in our society. Our mission is to educate students who demonstrate they are:

- Proficient in reading comprehension, communication, computation, reasoning and problem solving in all subject areas.
- Capable of problem solving in a variety of real-life situations.
- Committed to good health and physical fitness.
- Active participants in the democratic process.
- Willing to assume responsibility for their actions.
- Respectful of the rights and feelings of others.
- Proficient in the use of good social skills and proper etiquette.
- Respectful of the many cultures that contribute to and make up our world community.
- Successful lifelong learners.

School Vision Statement

Focus on Learning • Build Character • Shape the Future

The Waukena Joint Union Elementary School Districts vision is to inspire students to become innovative, collaborative, and constructive citizens who embrace diversity, value education and honesty, develop a strong work ethic and a sense of responsibility that challenges them to be leaders in global society.

School Safety

Our school safety plan was written to comply with California Education Code Title 5, Section 560, so a specific course of action can be followed in case an emergency situation develops, whether the situation is dense fog or a bomb threat. The objective of emergency preparedness is to save lives and protect property in the event of a disaster. A copy of our plan is kept in each room on campus, directly next to the phone. All phones on campus have direct access to outside lines and all staff members have two-way radios. Each staff member is assigned a responsibility, as designated in the plan, and is familiar with their assignment.

Fire drills are scheduled monthly, schoolwide earthquake drills are scheduled twice a year, and classroom earthquake and lock down drills are conducted periodically. Waukena Elementary School is actively involved in the Tulare County Consortium for Safe and Drug Free Schools and Communities/Tobacco Use Prevention Education, CHOICES Prevention Programs. The district maintains goals for developing and sustaining a safe learning environment for students.

The school safety plan was adopted by the board in November 2018, and was reviewed and discussed with the school faculty in September 2019. Alignment to the standardized crisis response plan framework for Tulare County schools is complete and was adopted in November 2018.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Governing Board

Mike Lewis, President
Leando Sanchez, Clerk
Phyllis Harmon, Member
Joe Machado, Member
Cirila Mora, Member

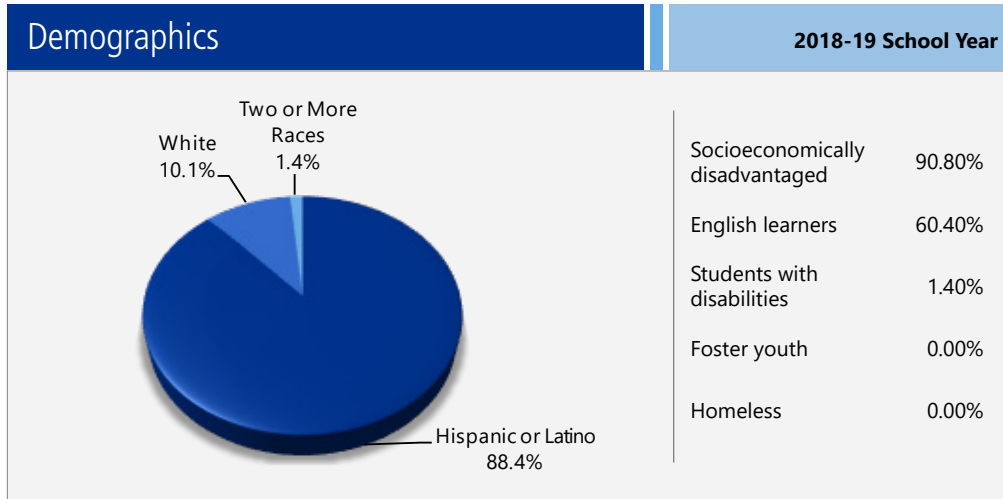
Building Mind, Body and Spirit





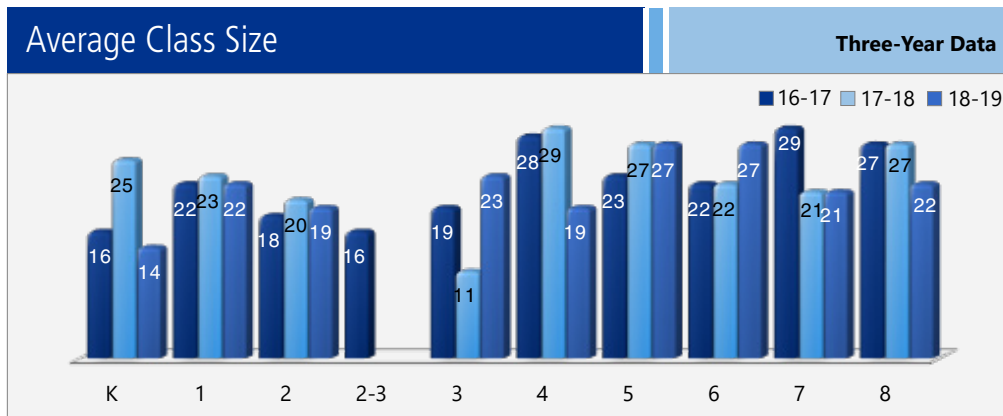
Enrollment by Student Group

The total enrollment at the school was 207 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

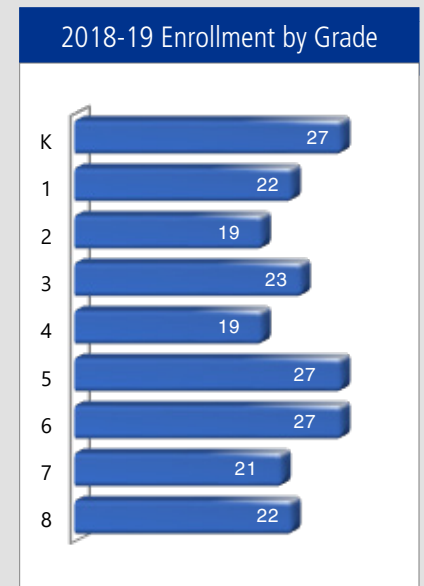
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size						Three-Year Data			
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				1		2		
1		1			1			1	
2	1	1		1			1		
2-3	2								
3	1			2				1	
4		1			1		1		
5		1			1			1	
6		1			1			1	
7		1			1			1	
8		1			1			1	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Waukena ES			
	16-17	17-18	18-19
Suspension rates	0.8%	1.3%	1.4%
Expulsion rates	0.0%	0.0%	0.5%
Waukena JUSD			
	16-17	17-18	18-19
Suspension rates	0.8%	1.3%	1.4%
Expulsion rates	0.0%	0.0%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Waukena ES		Waukena JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Waukena ES		Waukena JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	40%	40%	40%	40%	50%	51%
Mathematics	40%	41%	40%	41%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Waukena ES	
		Grade 5	Grade 7
Four of six standards		7.1%	22.7%
Five of six standards		14.3%	18.2%
Six of six standards		21.4%	9.1%

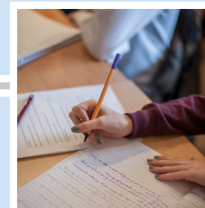
California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	140	139	99.29%	0.71%	39.57%
Male	74	74	100.00%	0.00%	36.49%
Female	66	65	98.48%	1.52%	43.08%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	124	124	100.00%	0.00%	37.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	57.14%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	133	132	99.25%	0.75%	37.88%
English learners	94	93	98.94%	1.06%	37.63%
Students with disabilities	11	11	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

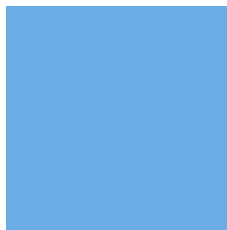




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	140	140	100.00%	0.00%	40.71%
Male	74	74	100.00%	0.00%	41.89%
Female	66	66	100.00%	0.00%	39.39%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	124	124	100.00%	0.00%	37.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	64.29%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	133	133	100.00%	0.00%	38.35%
English learners	94	94	100.00%	0.00%	36.17%
Students with disabilities	11	11	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

All school textbooks are standards-based and from the state-approved list. Each adoption year, teachers examine approved publishers and then choose the most appropriate instructional materials for our students. Due to upcoming new national standards, the adoption years have been extended. All students have their own instructional materials or textbooks. All students at Waukena Joint Union Elementary School have sufficient standards-aligned textbooks and/or instructional materials in the core curricular areas of math, language arts, science and history/social studies. These textbooks and/or instructional materials are sufficient for students to use in class and also to take home for homework assignments. All classrooms have a document camera and LCD projector, tape/CD player, and computers with high-speed-fiber internet connection provided through the Tulare County Office of Education. We have a part-time librarian/computer technician who is available to assist teachers in blending technology with standards-based curriculum.

All grades are self-contained classes, therefore visual and performing arts are taught in conjunction and as an integral part of core subjects. All students have access to appropriate instructional materials. Common Core math materials have been purchased and are in use. Common Core English language arts (ELA), science and history/social science materials have been purchased.

Textbooks and Instructional Materials List

2019-20 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> , McGraw-Hill Education (K-5)	2015
Reading/language arts	California Collections, Houghton Mifflin (6-8)	2015
Mathematics	<i>Go Math!</i> and <i>Go Math: Middle School</i> , Houghton Mifflin Harcourt	2014
Science	<i>Science Dimensions</i> , Houghton Mifflin Harcourt (K-8)	2017
History/social science	<i>My World History</i> , Pearson (K-7)	2012
History/social science	American History (8)	2016
Intervention grades K-3	Within the ELA program	2015
Intervention grades 4-8	Within the ELA program	2015

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Parental Involvement

Parents and guardians are our biggest supporters! We encourage parents to become involved in their child's education in any way possible. In addition to providing your child with support at home, there are a number of opportunities available to participate directly in your child's education here at school. One way is to volunteer in your child's classroom. We provide our students with various off-site learning activities, and parental involvement with field trips is encouraged. Our parents provide input to the board of trustees by serving on our School Site Council (SSC), Parent-Teacher Club, English Learner Advisory Committee (ELAC), or assisting with fundraising events, which support the school. Our Parent-Teacher Club provides a great opportunity for parents to become involved in many areas of school. Parents who wish to volunteer on a regular basis will need to provide documentation of tuberculosis clearance, and also a background check through local law enforcement.

For more information on how to become involved with the school, contact Superintendent/Principal Deanna Cardoza, Ed.D. at (559) 686-3328.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2019-20 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	9/9/2019
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		8/15/2019
Date of the most recent completion of the inspection form		8/15/2019

School Facilities

The original part of our school was built in 1923 in the style of the California missions. An addition was built in 1939. The primary and intermediate wings were added in 1959, when the older buildings were brought up to current earthquake standards. Between 1989 and 1993, the classrooms and restrooms were modernized to meet current Americans with Disabilities Act (ADA) standards and other requirements. A developer fee study was completed and adopted by the board, making it possible to apply for modernization funding.

All classrooms support an ideal learning environment for students due to their adequate size and large windows, which provide natural light and good circulation of air. Initial funds have been earmarked to begin work, which will allow the district to be able to add air-conditioning, given parents are concerned that the weather in August and September is hot and can be uncomfortable. All classrooms are in use, with the library reduced in size in order to accommodate special education and intervention programs and Choices after-school offices. Our district employs one part-time librarian who also serves as an on-site computer technician, as well as a professional computer expert for monthly computer support for our staff and students. The district has fiber-optic internet capacity to supply a reliable internet source.

Waukena Joint Union Elementary School District applied for Facility Hardship/Rehabilitation program funding in 2017; and continue to wait for successful modernization funding. The district's facility needs were assessed and after much collaboration with an architectural company, a master plan was designed—which will allow the district to obtain a new library and media-center, in addition to updating the electrical capacity and accessibility needs.

An architect was hired to design a master plan, which will allow the district to obtain a new library, and necessitate updates of electrical and accessibility needs.

In addition to classrooms, the school also includes a staff lounge, full-service kitchen, business office and bus garage. Our athletic fields are sufficiently large enough to hold simultaneous games on game days, as well as allow us to host a yearly invitational track meet for neighboring K-8 schools.

Restrooms are provided in the following locations: inside the kindergarten room, at the end of grade 1-3 wings and grade 4-6 wings, and in the main wing for grades 7-8. In total, eight student restrooms are available for students. Two restrooms are provided for staff, located at opposite ends of the campus. Access for students with disabilities is provided at the entrance at the middle of the school, with a ramp, which gives access to the whole campus. The total property appraisal for all property and buildings is \$2,628,903. The campus has a fire-alarm system that was installed in 2002, meeting all current life-safety requirements.

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School Facilities

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The facilities on our campus are kept in safe and adequate working condition. All facilities are maintained with our Deferred Maintenance schedule, which covers five years of planned upkeep. A contracted cleaning company conducts maintenance of our rooms five days a week to ensure students attend a clean and safe school. Additionally, a full-time maintenance/facilities/grounds position was added in November 2016. During the time when school is not in session, three transportation employees and one part-time custodial staff complete all additional needed maintenance.

Due diligence is given in regard to maintaining our facilities in a manner that protects the comfort and safety of our children. The campus has several large evergreen trees that are known for their beauty as well as their shade. All trees on campus are appropriately shaped for safety every four to five years.

Any reported safety issues are immediately addressed, and staff checks for safety issues on a weekly basis. Life and safety regulations are in current legal status, with postings for complaint procedures in place.

In accordance with the law, and for their safety, students are supervised at all times, from the time they step off the bus in the morning until they leave to return home in the afternoon. During all student recesses, at least one staff member is on duty, with two individuals scheduled. Each morning after students have arrived for school, access to the campus is limited to an entrance through the front of the school, which is also kept locked during the school day. All visitors to the campus must enter through the main doors and sign in at the office.



Types of Services Funded

Waukena School receives funding from state and federal sources, including Title I, Title III and Economic Impact Aid/Limited English Proficient (EIA/LEP). In order to make full use of funding, some funds are transferred into Title I as provided for in the Rural Education Achievement Program (REAP).



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Waukena JUSD	Waukena ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	7	9	7	7
Without a full credential	3	2	3	3
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Waukena ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

WJUESD offers both district-sponsored and county-sponsored professional development throughout the year. Teachers and instructional aides attend one full day of staff development sponsored jointly by the Tulare Small School District Association (of which Waukena is a member) and the Tulare County Office of Education, as well as off-site and on-site scheduled professional development. The district provides early release each Tuesday for Staff Professional Development. Student performance data is reviewed and discussed, time for teacher collaboration is provided, and continuous instructional training is ongoing.

In 2013, each teacher received 4-5 days of training on Common Core State Standards, followed by English language development training and an additional 5-6 days for each teacher in partial day blocks of time for implementation and data analysis of the implemented standards. From 2016 on, the district continues to schedule training as well as supporting and coaching teachers by Tulare County Office of Education Curriculum Consultants. For the current year, 10 days are expected to be off-site teacher training days, and a total of 22-25 days are scheduled as on-site consultants train teachers in math and language arts either through a teacher-centered coaching within their classrooms, or one-on-one or small group training sessions.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		68	35	35



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.10*
Library media services staff (paraprofessional)	0.50
Psychologist	0.10*
Social worker	0.00
Nurse	0.20*
Speech/language/hearing specialist	0.10*
Resource specialist (nonteaching)	1.00*

* The above noted positions are contracted with the Tulare County Office of Education.



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Waukena JUSD	Similar Sized District
Beginning teacher salary	\$47,816	\$45,252
Midrange teacher salary	\$62,250	\$65,210
Highest teacher salary	\$76,577	\$84,472
Average elementary school principal salary	✱	\$107,614
Superintendent salary	\$90,725	\$124,686
Teacher salaries: percentage of budget	27%	31%
Administrative salaries: percentage of budget	4%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Waukena ES	\$7,554	\$59,249
Waukena JUSD	\$7,554	\$59,249
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+0.6%	-8.8%

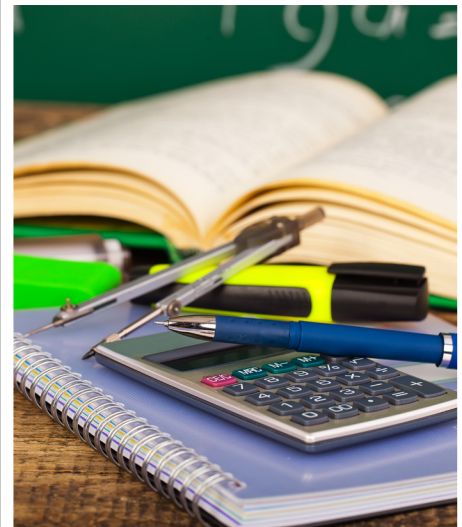
✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$9,868
Expenditures per pupil from restricted sources	\$2,314
Expenditures per pupil from unrestricted sources	\$7,554
Annual average teacher salary	\$59,249



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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