

# Wasuma Elementary

## 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	Wasuma Elementary
Street	43109 Highway 49
City, State, Zip	Ahwahnee, CA 93601
Phone Number	559-642-1585
Principal	Heather Archer
Email Address	harcher@basslakesd.org
Website	www.basslakeschooldistrict.com
County-District-School (CDS) Code	20-65185-6024111

Entity	Contact Information
<b>District Name</b>	Bass Lake Joint Union Elementary School District
<b>Phone Number</b>	559-642-1555
<b>Superintendent</b>	Randall Seals
<b>Email Address</b>	rseals@basslakesd.org
<b>Website</b>	www.basslakeschooldistrict.com

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

Welcome to Wasuma Elementary School, home of the Wildcats! Wasuma is located in Ahwahnee, CA about 40 minutes from the southern entrance to Yosemite National Park. Wasuma Elementary serves approximately 300 students in grades K-8. We are committed to providing our students with an optimal educational experience. We employ various strategies to help meet the needs of our students. Our school is fully committed to technology as our students enjoy a 1:1 chromebook ratio. It is the goal of Wasuma to provide a safe environment that promotes quality learning and instruction.

Wasuma offers an athletics program where students are able to participate and compete in cross-country, volleyball, flag football, basketball, soccer, and track. Students also have the opportunity to learn to ski and/or snowboard through the Mountain Area Ski School (MASS) at Badger Pass Ski & Snowboard Area in Yosemite National Park. Middle school students have the opportunity to choose electives such as: band, child development, Lego Robotics, coding, life skills, leadership, art, and Spanish. Middle school students are encouraged to engage in community service opportunities through the "Make A Difference" program. Our 8th grade students participate in We Care Solar's solar suitcase building projects every year. The school has a very involved Parent Teacher Association that sponsors many events throughout the school year.

Wasuma Elementary School is one of four schools that make up the Bass Lake Joint Union Elementary School District. It is a rural school located in the western foothills of the Sierra Nevada Mountains. Wasuma Elementary has an enrollment of 313 students. The school serves Transitional-Kindergarten through Eighth grade students with a staff of 13 regular education teachers, 1 SDC teacher, 1 RSP teacher, 1 full-time SEL Para-Educator, 1 full-time RSP instructional assistant, 5 part-time instructional assistants, a part-time Library Tech, an office staff of 1.75, and 1 principal. A school psychologist/counselor is employed by the district and is on site two days per week. We also contract with one psychologist who is on site one day per week. One reading specialist is employed on a full-time basis and another is employed on a part-time basis at Wasuma. The services of a Speech Teacher and a School Nurse are contracted through the Madera County Office of Education. The Mission Statement adopted by the Bass Lake Joint Union Elementary School District and Wasuma Elementary School is "Every Child...a Promise". This idea is supported by staff actions and deeds on a daily basis.

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

Grade Level	Number of Students
<b>Kindergarten</b>	49
<b>Grade 1</b>	29
<b>Grade 2</b>	35
<b>Grade 3</b>	33
<b>Grade 4</b>	31
<b>Grade 5</b>	39
<b>Grade 6</b>	25
<b>Grade 7</b>	25
<b>Grade 8</b>	32
<b>Total Enrollment</b>	298

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	1
Filipino	0.3
Hispanic or Latino	13.4
White	83.2
Two or More Races	1.7
Socioeconomically Disadvantaged	43.6
English Learners	4.7
Students with Disabilities	9.7
Homeless	1.3

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	16	16	43
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### 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: 12/2019

The District is in the fourth year of ELA materials that are aligned to Common Core Instruction (McGraw-Hill Wonders K-5, Amplify 6-8). The District is in the third year of the implementation of a Mathematics adoption (Eureka K-8). As standards aligned materials become available in Science and Social Studies, the District will move to adopt.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders K-5, Amplify 6-8	Yes	0
Mathematics	Eureka Math K-5, CPM 6-8	Yes	0
Science	Scott Foresman Science-California K-5, Discovery Science 6-8	No	0
History-Social Science	Houghton-Mifflin History-Social Science K-5, History Alive! 6-8	No	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Wasuma's facilities are neat, clean, and well-maintained. We utilize an online system to update work orders and address any maintenance needs.

### 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: 6/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	44	42	45	43	50	50
Mathematics (grades 3-8 and 11)	36	32	38	35	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	180	177	98.33	1.67	42.37
Male	96	93	96.88	3.12	45.16
Female	84	84	100.00	0.00	39.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	21	21	100.00	0.00	19.05
Native Hawaiian or Pacific Islander					
White	153	150	98.04	1.96	46.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	35.06
English Learners	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	7.14
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	180	176	97.78	2.22	31.82
Male	96	92	95.83	4.17	36.96
Female	84	84	100.00	0.00	26.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	23.81
Native Hawaiian or Pacific Islander					
White	153	150	98.04	1.96	32.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	1.30	19.74
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	29	27	93.10	6.90	18.52
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	27.5	25.0	7.5
7	15.4	19.2	30.8

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)

Parents are encouraged to take an active role in their child's education while they are enrolled at Wasuma Elementary School. Parent Volunteers are encouraged to work in the classrooms with both individuals and small groups of students. For volunteers who are interested, a Parent Volunteer Application can be picked up from the school office. The Wasuma Parent Teacher Association is very active in promoting activities that benefit the entire student population. They hold a variety of fundraisers that support classroom instruction and allow teachers to provide those "extras" that make the educational experience at Wasuma unique. Communication with the Wasuma community takes place regularly. A monthly newsletter, complete with a calendar of upcoming school events, is sent home each month. Parent/Teacher Conferences are held twice a year, allowing teachers and parents to discuss students' academic progress. Parents are provided with an Aeries Parent Portal account that allows them to consistently check their student's academic status. All teachers use Class DoJo, an online behavior tracking and communication system, that provides parents with daily information. Wasuma staff and the PTA work together to maintain a FaceBook page dedicated to keeping Wasuma families in the loop on upcoming events & volunteer opportunities. The BlackBoard Connect telephone system is employed to keep parents informed of important events and schedule changes.

### 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
<b>Suspensions</b>	2.2	2.6	0.9	2.4	3.9	2.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

A Comprehensive School Safety Plan has been established by the District. This plan is reviewed annually by district and site level administration and by the District Safety Officer. The plan contains all mandated information. In addition to this plan, at the site level, Wasuma reviews its safety procedures and performs regular safety and disaster drills. The Bass Lake School District currently contracts with Catapult Emergency Management Services to assist in providing real-time emergency communication capabilities.

Wasuma also recognizes that school safety is tied to school climate. We participate in annual mediation and behavior programs for staff and students to help create a positive, cooperative climate on campus. The school is continuing to incorporate PBIS as a way to increase positive school environment. A full-time Social Emotional Learning Para-Educator supports our student population in establishing and maintaining healthy relationships.



## 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	24		2		23		2		24		2	
1	25		1		24		1		24		1	
2	22		1		18	1			23		1	
3	23		2		20	1	1		24		2	
4	26		6		20	6	6		20	6		
5	27		6		24		5		22		12	
6	18	8			28		4		25		4	
Other**	6	1			5	1			11	1		

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

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

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

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10631.50	2106.85	8524.66	62328
District	N/A	N/A	8436.64	\$60,765.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	1.0	2.5
<b>State</b>	N/A	N/A	\$7,506.64	\$64,941.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.7	-4.1

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

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

## Types of Services Funded (Fiscal Year 2018-19)

The District's and the school's adopted mission statement both guides and drives the actions of Wasuma Elementary School. Regularly scheduled meetings involving site and District leadership allowing for maximum communication resulting in the alignment of site level policies and practices with the mission and goals of the District. To ensure collaboration among those who will support our students and our families, Wasuma Elementary School maintains necessary committees that meet regularly to coordinate varying areas of program responsibility. Membership on these committees includes site administration, certificated and classified personnel, parents and community members. In addition, Wasuma Elementary involves parents, certificated, and classified staff members as members of the School Site Council in the process of creating, evaluating, and revising programs that further the mission statement of both the school and the District. The SSC annually reviews the school site plan in terms of effectiveness in providing all students the opportunity to achieve high standards. Our site PBIS team consists of site administration, certificated and classified personnel, our school psychologist, and parents.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,623	\$45,252
<b>Mid-Range Teacher Salary</b>	\$57,762	\$65,210
<b>Highest Teacher Salary</b>	\$73,759	\$84,472
<b>Average Principal Salary (Elementary)</b>	\$93,942	\$107,614
<b>Average Principal Salary (Middle)</b>	\$93,942	\$112,242
<b>Average Principal Salary (High)</b>	\$0	\$
<b>Superintendent Salary</b>	\$119,112	\$124,686
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	7%	7%

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	4	4	4

Staff at Wasuma Elementary School receives professional development at three full day Staff Development days scattered before, during, and after the school year. Teams of teachers are sent to conferences on topics that help further the District's mission as well. The focus of professional development has been the implementation of Common Core, classroom management, technology, Trauma-Informed Practices, and PBIS. Technology professional development is offered a few times a month. Teachers are supported through teacher-principal meetings, grade level meetings, and coaching. Mondays are early release days to allow for additional professional development, grade-level collaboration, and to facilitate communication between teachers.