

Wasuma Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	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

District Contact Information (School Year 2020-2021)

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

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

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.

In an effort to better meet the needs of our community during the COVID-19 pandemic, Bass Lake Joint Unified Elementary School District has developed the Bass Lake Independent Study School (BLISS) as an alternative for those families who required a more flexible educational option than Distance Learning under the guidance of SB98. The BLISS program is a home-school style program that is overseen by a credentialed BLSD teacher and used board-approved and adopted research-based online curriculum. Wasuma BLISS students are still considered "Wildcats" and are included in all that Wasuma has to offer.

Due to the COVID-19 pandemic and the shift to full-time Distance Learning, all school sports and extra-curricular activities have been suspended for the 20-21 school year thus far. The middle school elective program has been drastically modified to accommodate Advanced Math and Spanish; the Make a Difference program has shifted to an optional opportunity for students to engage in meaningful, self-reflective activities and encourage positive, old-school style interactions with others.

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 286 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, 2 full-time RSP instructional assistants, 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 to serve students in grades K-5. The services of 2 full-time Speech Teachers and 1 full-time SLPA are shared throughout the district. The services of a School Nurse are contracted through the Madera County Office of Education who oversees 1 full-time Health Aide. 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 2019-2020)

Grade Level	Number of Students
Kindergarten	41
Grade 1	44
Grade 2	36
Grade 3	39
Grade 4	35
Grade 5	27
Grade 6	41
Grade 7	24
Grade 8	24
Total Enrollment	311

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

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0.3
Hispanic or Latino	14.5
White	82
Two or More Races	1.9
Socioeconomically Disadvantaged	47.3
English Learners	3.9
Students with Disabilities	13.2
Homeless	4.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	16	13	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 12/2020

The District is in the fifth year of ELA materials that are aligned to Common Core Instruction (McGraw-Hill Wonders K-5, Amplify 6-8). The District is in the fourth 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, Go Math supplement K-5 for RSP	Yes	0
Science	Mystery Science K-5, Amplify Science 6-8	No	0
History-Social Science	Houghton-Mifflin History-Social Science K-5, History Alive! 6-8	No	0
Foreign Language	NA	No	
Health	NA	No	
Visual and Performing Arts	NA	No	

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report: 12/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Second stage regulator needs to be replaced.
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	Fair	Skirting and some siding need repair on older portable classrooms. Roof leaks on their flat roofs create continual problem areas requiring more maintenance & repair. Roofs on two main buildings have been replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Slide number 3 has developed a minor crack near the edge of the landing seat; replacement is being sought.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	35	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

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

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

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

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	35	N/A	26	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Due to the COVID-19 Pandemic all volunteer opportunities on the Wasuma Elementary School campus have been suspended. Our PTA board is continuing to meet digitally and has provided free giveaways for our first days of school, pumpkins during Harvest season, and they have continued to promote virtual engagement options wherever possible. Our community garden is being maintained by volunteer Master Gardeners who continue to record & produce video lessons for our students to enjoy. Parent/Teacher Conferences are held twice a year (predominantly via Google Meets), 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 regarding in-class activities, photos, and upcoming events. 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 on a weekly basis 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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	0.9	3.9	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5	29	
Expulsions	0	0	

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

School Safety Plan (School Year 2020-2021)

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. All staff have been trained in Trauma-Informed Practices. 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. Daily Social-Emotional Lessons, facilitated by the teacher, are incorporated into class schedules daily.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		24		2		21	1	1	
1	24		1		24		1		15	1	2	
2	18	1			23		1		12	2	1	
3	20	1	1		24		2		13	2	1	
4	20	6	6		20	6			15	7	6	
5	24		5		22		12		20	1	6	
6	28		4		25		4		17	13	4	2
Other**	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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.9

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,027.54	\$2,452.96	\$8,574.58	\$63,818
District	N/A	N/A	\$8,713.17	\$64,019
Percent Difference - School Site and District	N/A	N/A	-1.6	-0.3
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	10.1	-11.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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, students, 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, students, and parents. Our School Safety Team consists of site administration, certificated and classified personnel, and parents.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,842	\$46,965
Mid-Range Teacher Salary	\$59,495	\$67,638
Highest Teacher Salary	\$75,972	\$88,785
Average Principal Salary (Elementary)	\$95,440	\$112,524
Average Principal Salary (Middle)	\$95,440	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$127,416	\$128,853
Percent of Budget for Teacher Salaries	32.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5

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, PBIS, self-care, and best practices for Distance Learning. Technology professional development is offered a few times a month or on an "as needed" basis when new applications are added to the teacher toolkit. 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.