


Wasuma Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

<p>SARC Overview</p> 	<p>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.</p> <p>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/</p> <p>For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/</p> <p>For additional information about the school, parents/guardians and community members should contact the school principal or the district office.</p>
<p>DataQuest</p> 	<p>DataQuest is an online data tool located on the CDE DataQuest web page at 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).</p>
<p>California School Dashboard</p> 	<p>The California School Dashboard (Dashboard) 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.</p>
<p>Internet Access</p>	<p>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.</p>

2021-22 School Contact Information

School Name

Wasuma Elementary School

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

2021-22 District Contact Information

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

2021-22 School Overview

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 TK-8. We are committed to providing our students with an optimal educational experience. We employ a variety of research-based learning 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 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. With our families' continued interest and professed need for educational options in the 2021-22 school year, the BLISS program remains a sought after alternative to traditional in-person instruction. The BLISS program is a home-school style program that is overseen by a credentialed BLSD teacher and uses 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.

With an eye toward restoring as much "normalcy" to our Wasuma stakeholders, we are excited to welcome the return of our extracurricular programs! 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 entire student body engages with the Wasuma Community Garden through lessons taught by the local Master Gardeners. 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 292 students. The school serves Transitional-Kindergarten through Eighth grade students with a staff of 12 regular education teachers, 1 SDC teacher, 1 RSP teacher, 1 full-time Physical Education Specialist, 1 full-time SEL Para-Educator, 2 full-time

2021-22 School Overview

RSP instructional assistants, 4 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 four days per week. We also have a full time psychologist specializing in Behavior Intervention supporting our SEL/MTSS. One reading specialist serves students in grades K-4, while a second focuses on supporting students in grades 5-8. The services of 1 full-time Speech Teacher and 1 full-time SLPA are available to Wasuma students 5 days per week. A credentialed teacher serves as the district's Tech Coach providing training in a variety of apps, classroom & technical support for staff and students, as well as providing student instruction in higher level tech skills. The School Nurse and 1 full-time Health Aide are responsible for the health services for the entire district. 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level Number of Students

Kindergarten	35
Grade 1	33
Grade 2	36
Grade 3	34
Grade 4	40
Grade 5	33
Grade 6	23
Grade 7	42
Grade 8	22
Total Enrollment	298

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	0.7
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	15.1
Two or More Races	3.4
White	79.2
English Learners	3.7
Homeless	4.4
Socioeconomically Disadvantaged	42.6
Students with Disabilities	11.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
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Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The District is in the sixth year of ELA materials that are aligned to Common Core Instruction (McGraw-Hill Wonders K-5, Amplify 6-8). The District is in the fifth 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.

Year and month in which the data were collected	12/2021
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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, My 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

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.

Year and month of the most recent FIT report 12/2021 System Inspected Rate

	Rate	Rate	Poor Repair Needed and Action Taken or Planned
	Good	Fair	
Systems:			
Gas Leaks, Mechanical/HVAC, Sewer			X Small water leak from air handler that didn't get turned off when HVAC unit was installed. To be capped soon.
Interior:			
Interior Surfaces	X		
Cleanliness:			
Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical X			
Restrooms/Fountains:			
Restrooms, Sinks/ Fountains	X		
Safety:			
Fire Safety, Hazardous Materials	X		
Structural:			
Structural Damage, Roofs			X Roof leaks on flat roofs of portables create continual problem areas requiring more maintenance & repair. On the Gym, part of the foam ring has broken off; looking into options and pricing for repair/replacement.
External:			
Playground/School Grounds, Windows/			X Kinder playground overhang has small leaks; researching repair options.
Doors/Gates/Fences			

Overall Facility Rate

Exemplary Good Fair Poor X

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School	District		State	
		2019-20	2020-21	2019-20	2020-21
English Language Arts/Literacy (grades 3-8 and 11)		N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)		N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Student Groups	Enrollment	Total	CAASPP	Number	Percent	CAASPP	Percent	CAASPP	Percent	CAASPP	Percent	Met or Exceeded										
All Students	195	166	85.13	14.87	37.95	Female	96	86	89.58	10.42	38.37	Male	99	80	80.81	19.19	37.5					
American Indian or Alaska Native	---	---	---	---	---	Asian	---	---	---	---	---	Black or African American	---	---	---	---	Filipino	---				
Hispanic or Latino	31	28	90.32	9.68	17.86	Native Hawaiian or Pacific Islander	0	0	0	0	0	Two or More Races	---	---	---	---	White	152	129	84.87	15.13	42.64
English Learners	---	---	---	---	---	Foster Youth	0	0	0	0	0	Homeless	20	12	60	40	33.33	Military	---			
Socioeconomically Disadvantaged	83	67	80.72	19.28	31.34	Students Receiving Migrant Education Services	0	0	0	0	0	Students with Disabilities	24	14	58.33	41.67	14.29					

2020-21 CAASPP Test Results in Math by Student Group

					Not Tested	Grade Level
	NA	NA	NA	NA	NA	NA
NA	Total	Number	Percent	Percent	Percent	Percent
Student Groups	Enrollment	Tested	Tested	Not Tested	At or Above	Grade Level
	NA	NA	NA	NA	NA	NA
NA	Total	Number	Percent	Percent	Percent	NA
Student Groups	Enrollment	Tested	Tested	Not Tested		

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					Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

	Tested	Not Tested	Grade Level
All Students NA NA NA NA NA			
	NA		NA
	NA	NA	
	NA	NA	
NA		NA	
	Total		Percent
	Number	Percent	
Student Groups		Percent	
	Enrollment		At or Above
	Tested	Tested	
		Not Tested	Grade Level
All Students NA NA NA NA NA			
	NA		NA
	NA	NA	
	NA	NA	
NA		NA	
	Total		Percent
	Number	Percent	
Student Groups		Percent	
	Enrollment		At or Above
	Tested	Tested	
		Not Tested	Grade Level

All Students NA NA NA NA NA *At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP

Science. **Subject School**

School

	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Science						
(grades 5, 8 and high school)						28.72

N/A NT N/A NT N/A

2020-21 CAASPP Test Results in Science by Student Group										
Student Group	Total	Enrollment	Number Tested	Percent Tested	Not Tested	Percent Not Tested	Met or Exceeded	Percent Met or Exceeded		
All Students	56	NT	NT	NT	NT	NT	Female	27	NT	NT
Male	29	NT	NT							
American Indian or Alaska Native	--	NT	NT	NT	NT	NT	Asian	0	0	0
Black or African American	0	0	0	0	0	0	Black or African American	0	0	0
Filipino	0	0					Filipino	0	0	
Hispanic or Latino	--	NT	NT	NT	NT	NT	Native Hawaiian or Pacific Islander	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	Two or More Races	--	NT	NT
Two or More Races	--	NT	NT	NT	NT	NT	White	46	NT	NT
White	46	NT	NT	NT	NT	NT	English Learners	--	NT	NT
English Learners	--	NT	NT	NT	NT	NT	Foster Youth	0	0	0
Foster Youth	0	0	0	0	0	0	Homeless	--	NT	NT
Homeless	--	NT	NT	NT	NT	NT	Military	--	NT	NT
Military	--	NT	NT	NT	NT	NT	Socioeconomically Disadvantaged	25	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT	NT	Students Receiving Migrant Education Services	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0	Students with Disabilities	--	NT	NT
Students with Disabilities	--	NT	NT	NT	NT	NT				

B. Pupil Outcomes State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level Percentage of Students Meeting

Percentage of Students Meeting

Percentage of Students Meeting

Four of Six Fitness Standards

Five of Six Fitness Standards

Six of Six Fitness Standards

Grade 5 N/A N/A N/A **Grade 7** N/A N/A N/A **Grade 9** N/A N/A N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. The partnership with local Master Gardeners has offered another opportunity for volunteers who may not be comfortable in the academic setting to showcase their talents and assist students and staff with our Community Garden. For volunteers who are interested, a Parent Volunteer Application can be picked up from the school office and must be renewed annually. 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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	344	314	60	19.1
Female	176	153	24	15.7
Male	168	161	36	22.4
American Indian or Alaska Native	6	3	2	66.7
Asian	2	2	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	50	48	7	14.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	10	3	30.0
White	269	248	47	19.0
English Learners	12	12	0	0.0
Foster Youth	0	0	0	0.0
Homeless	14	13	4	30.8
Socioeconomically Disadvantaged	159	143	42	29.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	44	16	36.4

C. Engagement 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

	Subject School		School		District		District		State				
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21			
Suspensions	0.95	0.58	2.89	0.53	3.47	0.20	Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

	Subject School		District		State	
	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Suspensions	1.49	1.95	2.45			
Expulsions	0.00	0.00	0.05			

2020-21 Suspensions and Expulsions by Student Group

Student Group Suspensions Rate Expulsions Rate

All Students	0.58	0.00	Female	0.00	0.00	Male	1.19	0.00	American Indian or Alaska Native	0.00	0.00	Asian	0.00	0.00
Black or African American	0.00	0.00	Filipino	0.00	0.00	Hispanic or Latino	0.00	0.00	Native	0.00	0.00	Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00	White	0.37	0.00	English Learners	0.00		Foster Youth	0.00	0.00	Homeless	0.00	0.00
Socioeconomically Disadvantaged			Students Receiving Migrant Education Services	0.00	0.00	Students with Disabilities								

2021-22 School Safety Plan

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. A full-time Behavior Intervention Specialist is on staff to provide additional supports to both staff and students with their management strategies and self-regulation strategies.

D. Other SARC Information Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		1	
2	23		1	
3	24		2	
4	20	6		
5	22		12	
6	25		4	
Other	11	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	15	1	2	
2	12	2	1	
3	13	2	1	
4	15	7	6	
5	20	1	6	
6		17	13	4

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18.3			
1	6.9			
2	7.8			
3	8.8			
4	13.27			
5	10.27			
6	13.16			
Other	10.21			

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title Ratio

Pupils to Academic Counselor

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title Number of FTE Assigned to School

Counselor (Academic, Social/Behavioral or Career Development)	0	Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0	Psychologist	0
Speech/Language/Hearing Specialist	0	Social Worker	0
Resource Specialist (non-teaching)	0	Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,808.18 \$2,430.57 \$9,467.61 \$64,811	District N/A N/A \$9,608.79 \$63,980	Percent Difference -	
School Site and District	N/A N/A -1.5 1.3	State \$8,444 \$72,352	Percent Difference - School Site and State	N/A N/A
	11.4 -11.0			

2020-21 Types of Services Funded

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, behavior specialist, SEL para-educator, students, and parents. Our School Safety Team consists of site administration, certificated and classified personnel, and parents.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District	Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,679 \$47,265	Mid-Range Teacher Salary	\$60,685 \$69,813
Highest Teacher Salary	\$80,491 \$91,237	Average Principal Salary (Elementary)	\$97,349 \$113,466
Average Principal Salary (Middle)	\$97,349 \$115,186	Average Principal Salary (High)	\$0 \$0
Superintendent Salary	\$136,446 \$131,359	Percent of Budget for Teacher Salaries	32% 30%
Percent of Budget for Administrative Salaries	6% 7%		

Professional Development

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 SEL instruction for staff as well as students. 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, Student Success Teams, and to facilitate communication between teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6

Bass Lake Joint Union Elementary School

District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2021-22 School Accountability Report Card Page 20 of 22 Wasuma Elementary School

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Student Groups	Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Exceeded	CAASPP Percent Met or Exceeded
All Students	567 490	86.42	13.58	36.81	
Female	279 241	86.38	13.62	40.00	
Male	288 249	86.46	13.54	33.73	
American Indian or Alaska Native	16 14	87.50	12.50	14.29	
Asian	11 11	100.00	0.00	45.45	
Black or African American					
Filipino					
Hispanic or Latino	138 121	87.68	12.32	27.27	
Native Hawaiian or Pacific Islander					
Two or More Races	15 12	80.00	20.00	58.33	
White	379 325	85.75	14.25	39.51	
English Learners	51 47	92.16	7.84	8.51	
Foster Youth	0 0 0 0 0				
Homeless	36 26	72.22	27.78	30.77	
Military					
Socioeconomically Disadvantaged	315 266	84.44	15.56	30.94	
Students Receiving Migrant Education Services	0 0 0 0 0				
Students with Disabilities	81 62	76.54	23.46	3.23	

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Student Groups	Enrollment	Total	CAASPP	Number	Percent	CAASPP	Percent	CAASPP	Percent	CAASPP	Percent	CAASPP	Percent	Met or Exceeded																												
All Students	567	493	86.95	13.05	25.76	Female	279	244	87.46	12.54	24.59	Male	288	249	86.46	13.54	26.91	American Indian or Alaska Native	16	14	87.50	12.50	7.14																			
Asian	11	11	100.00	0.00	36.36	Black or African American	--	--	--	--	--	Filipino	--	--	--	--	Hispanic or Latino	138	122	88.41	11.59	20.49	Native Hawaiian or Pacific Islander	--	--	--	Two or More Races	15	13	86.67	13.33	46.15										
White	379	325	85.75	27.08	English Learners	51	49	96.08	3.92	4.08	Foster Youth	0	0	0	0	Homeless	36	26	72.22	27.78	23.08	Military	--	--	--	Socioeconomically Disadvantaged	315	270	85.71	14.29	20.37	Students Receiving Migrant Education Services	0	0	0	0	Students with Disabilities	81	62	76.54	23.46	6.45