

Wasuma Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Wasuma Elementary
Street	43109 Highway 49
City, State, Zip	Ahwahnee, CA 93601
Phone Number	559-642-1585
Principal	Heather Archer
E-mail Address	harcher@basslakesd.org
Web Site	www.basslakeschooldistrict.com
CDS Code	20-65185-6024111

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

School Description and Mission Statement (School Year 2017-18)

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 Yosemite Ski and Snowboard Area in Yosemite National Park. Middle school students have the opportunity to choose electives such as: band, child development, criminal justice, leadership, art, community service, and Spanish. 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 296 students. The school serves Kindergarten through Eighth grade students with a staff of 12 regular education teachers, 1 SDC teacher, 1 RSP teacher, 1 part-time RSP instructional assistant, 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 one day per week. A reading specialist is employed on a full-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 2016-17)

Grade Level	Number of Students
Kindergarten	40
Grade 1	35
Grade 2	28
Grade 3	40
Grade 4	28
Grade 5	29
Grade 6	36
Grade 7	30
Grade 8	38
Total Enrollment	304

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0
White	86.5
Two or More Races	2.6
Socioeconomically Disadvantaged	49
English Learners	2
Students with Disabilities	8.9
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	15	15	44
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 1/2018

The District is in the first year of ELA materials that are aligned to Common Core Instruction (McGraw-Hill Wonders K-5, Amplify 6-8). The District is in the second 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court K-5, Holt 6-8	No	0
Mathematics	Eureka Math K-8	Yes	0
Science	Scott Foresman Science-California K-5, CPO Focus on Science 6-8	No	0
History-Social Science	Houghton-Mifflin History-Social Science K-5, Glencoe CA Series 6-8	No	0
Foreign Language	NA	No	
Health	NA	No	
Visual and Performing Arts	NA	No	

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	47	49	42	43	48	48
Mathematics (grades 3-8 and 11)	43	41	37	40	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	194	99.49	49.48
Male	106	105	99.06	40.95
Female	89	89	100	59.55
Black or African American	--	--	--	--
Hispanic or Latino	22	22	100	13.64
White	168	167	99.4	54.49
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	93	98.94	38.71
English Learners	--	--	--	--
Students with Disabilities	24	24	100	16.67
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	193	98.97	41.45
Male	106	105	99.06	41.9
Female	89	88	98.88	40.91
Black or African American	--	--	--	--
Hispanic or Latino	22	22	100	9.09
White	168	166	98.81	45.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	93	98.94	30.11
English Learners	--	--	--	--
Students with Disabilities	24	24	100	20.83
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62	78	59	57	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2	30.8	23.1
7	25.8	22.6	12.9

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 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. Various teachers use Class DoJo, an online behavior tracking and communication system, that provides parents with daily information. 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	4.3	2.2	2.5	3.5	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement*	Year 3	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		2		21	1	1		24		2	
1	25		1		20	1			25		1	
2	24		1		19	2			22		1	
3	17	2			25		1		23		2	
4	26		6		18	6			26		6	
5	24		6		23	6	6		27		6	
6	26		12		31		4		18	8		
Other	6	1			6	1			6	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,504.71	\$2,169.09	\$8,335.61	\$58,352
District	N/A	N/A	\$7,908.69	\$58,230
Percent Difference: School Site and District	N/A	N/A	5.3	0.2
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	23.6	-6.0

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,610	\$42,598
Mid-Range Teacher Salary	\$56,322	\$62,232
Highest Teacher Salary	\$71,920	\$80,964
Average Principal Salary (Elementary)	\$93,243	\$102,366
Average Principal Salary (Middle)	\$93,243	\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$135,733	\$117,868
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

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, and PBIS. Technology professional development is offered a few times a month. Teachers are supported through teacher-principal meetings, grade level meetings, and coaching.