

Waukena Elementary School

19113 Road 28 Tulare, CA 93274 • Phone: (559) 686-3328 • Grades: K-8



Waukena Joint Union Elementary School District

Terri Lancaster
Superintendent/Principal
Email: terril@waukena.k12.ca.us

www.tcoe.org/districts/waukena.shtm

Principal's Message

Welcome to all parents and guardians, students, community, staff members, and also our many alumni of Waukena Joint Union Elementary School District. Your time in reading this School Accountability Report Card (SARC) shows your interest and support for the future of Waukena Elementary School. As a rural single-school district, Waukena Joint Union Elementary District covers approximately 50 square miles and serves 255-270 students in grades K-8. Our income base is largely agricultural, with strong economic influence from the dairy industry. Our school provides a thorough and complete curriculum in the areas of language arts, mathematics, history, and science. We rely on standards-based instruction and rigorous, data-driven benchmark assessments to ensure academic growth in all of our students. Despite our small school size, Waukena Elementary School is able to provide our students with access to a full range of extracurricular activities. Being a member of a small school's consortium, we are able to engage our students in many positive and character building competitions in the areas of academics and athletics.

Waukena School has shown a **growth of 118 API points** over the past several years as a result of adopting Dennis Parker's "Strategic Schooling" strategies and the NCLB Transformational Model, as well as the work of our dedicated teachers and staff, supportive school board, and students striving for academic excellence. We were able to achieve **Safe Harbor** by raising achievement of students in **all** subgroups.

Mission/Vision Statement

Our mission, for all students, is to fully prepare them for high school and then for either the work world or college in a society that is increasingly dependent on technology.

Parental Involvement

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

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

School Safety

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

Fire drills are conducted monthly, schoolwide earthquake drills are conducted twice a year, and classroom earthquake drills are conducted periodically. Waukena School is also actively involved in the Tulare County Consortium for Safe and Drug Free Schools (CHOICES) and has written goals for developing and maintaining safe learning environments for students.

The School Safety Plan was last reviewed, and discussed with the school faculty in August 2014. Alignment to the standardized Crisis Response plan framework for Tulare County schools is in process.



*"Building Mind,
Body, and Spirit"*

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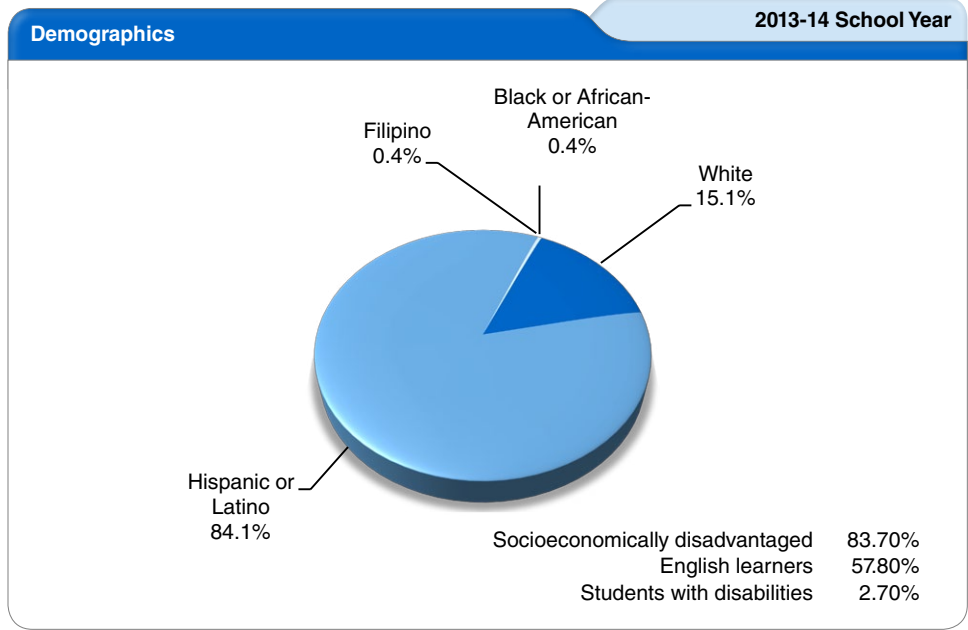
2013-14 School Accountability Report Card — Published during the 2014-15 school year

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

Para español visita:
www.tcoe.org/districts/waukena.shtm

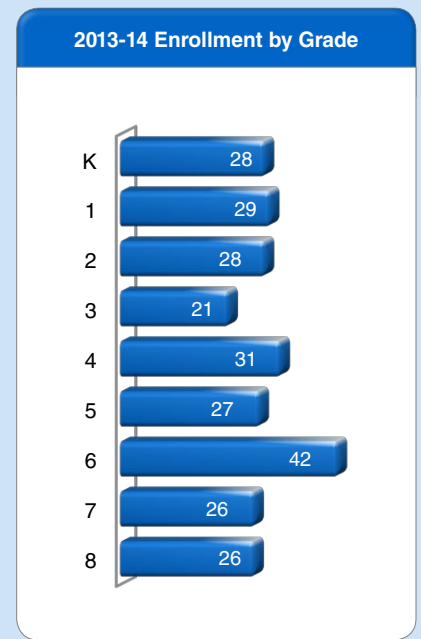
Enrollment by Student Group

The total enrollment at the school was 258 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



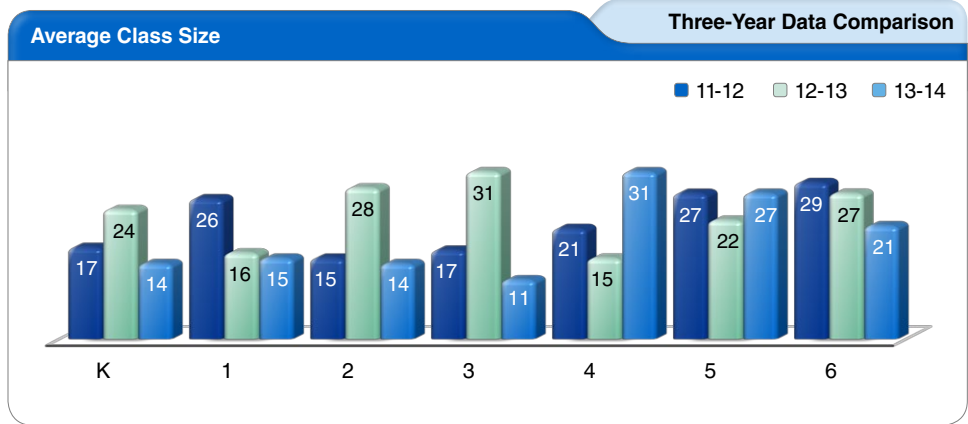
Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data Comparison**

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	2				1		2		
1		1		2			2		
2	2				1		2		
3	2				1		2		
4	2			2				1	
5		1			2			1	
6		1			1		1	1	

Suspensions and Expulsions

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

Suspension and Expulsion Rates

Waukena ES			
	11-12	12-13	13-14
Suspension rates	2.3%	1.4%	2.4%
Expulsion rates	0.0%	0.0%	0.0%
Waukena JUESD			
	11-12	12-13	13-14
Suspension rates	2.3%	1.4%	2.4%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Waukena ES			Waukena JUESD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61%	46%	55%	61%	46%	55%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	55%
All students at the school	55%
Male	52%
Female	58%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	53%
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	50%
English learners	30%
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Waukena ES			Waukena JUESD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	38%	42%	45%	38%	42%	45%	54%	56%	55%
Mathematics	54%	60%	59%	54%	60%	59%	49%	50%	50%
History/social science	27%	46%	38%	27%	46%	38%	48%	49%	49%

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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	2	3	5
Similar Schools API Rank	1	2	6

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Waukena ES – Actual API Change		
	Waukena ES	Waukena JUESD	California	10-11	11-12	12-13
All students	795	795	790	60	23	34
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	774	774	743	57	22	46
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	875	875	852	■	■	■
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	777	777	742	55	20	39
English learners	765	765	717	61	1	54
Students with disabilities	❖	❖	616	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Waukena ES	Waukena JUESD
Met overall AYP	**	**
Met participation rate		
English language arts	**	**
Mathematics	**	**
Met percent proficient		
English language arts	**	**
Mathematics	**	**
Met graduation rate	×	×

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2014-15 School Year	
	Waukena ES	Waukena JUESD
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2006-2007	◇
Year in Program Improvement*	Year 5	◇
Number of schools identified for Program Improvement		1
Percent of schools identified for Program Improvement		100.00%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

× Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

Professional Development

WAJUESD offers both district-sponsored and county-sponsored professional development throughout the year. Teachers and instructional aides attend one full day of staff development sponsored jointly by the Tulare Small School District Association (of which Waukena School is a member), and the Tulare County Office of Education. Over the last several years, approximately seven teachers attended five days of "Strategic Schooling" training, with all teachers additionally attending approximately 45 hours (in one-and-a-half-hour blocks) of curriculum-based training and collaboration. This is equivalent to approximately another six days of training. Staff may also request or be referred for special training as needed. Depending on availability of funding, staff may also attend conferences for the most up-to-date information on different subjects. Following up on the trainings are collaboration meetings in which teachers discuss implementation of strategies learned, as well as coaching by Tulare County Office of Education consultants.

In 2012-13, six days were dedicated to training. This past school year of 2013-14, the district utilized Tulare County Office of Education trainings for Common Core State Standards (CCSS). All teachers received CCSS training, totaling 26 days of training. The training is supported through weekly collaboration meetings, two co-leaders and two unit leaders (teacher leaders). In this current year of 2014-15, teachers completed five full days of training at the beginning of the year, and expect to complete an additional five to six days (in partial day blocks of time) of professional development in CCSS implementation and data analysis.

Professional Development Days	
2012-13	6 days
2013-14	26 days
2014-15	11-12 days

Types of Services Funded

Waukena School receives funding from state and federal sources, including Title I, Title III, and EIA-LEP. In order to make full use of funding, some funds are transferred into Title I as provided for in the Rural Education Achievement Program.

Textbooks and Instructional Materials

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

All grades are self-contained classes, therefore visual and performing arts are taught in conjunction and as an integral part of core subjects. All students have access to appropriate instructional materials.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin, McDougal Littell	2003
Mathematics	<i>Go Math and Go Math: Middle School</i> , Houghton Mifflin Harcourt	2014
Science	Harcourt, Holt	2008
History/social science	Glencoe/McGraw-Hill, Houghton Mifflin	2006
Intervention Grades K-3	<i>Avenues</i> , Hampton-Brown	2007
Intervention Grades 4-8	Within the ELA program	2007

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2013-14 School Year	
Percentage of Students Meeting Fitness Standards	Waukena ES		
	Grade 5	Grade 7	
Four of Six Standards	7.40%	15.40%	
Five of Six Standards	18.50%	23.10%	
Six of Six Standards	40.70%	15.40%	

◇ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			09/09/2014
Date of the most recent completion of the inspection form			09/09/2014

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Inside: Main hallway areas of floor tile are wearing out. Plans for Developer Fee study to gain state funding.	
Restrooms/Fountains	We are currently waiting for funding to test the well under Proposition 84 grant funds. Expected 2014-15 year.	
Structural	Windows from circa 1961 on east side of building need replacement. Plans for Developer Fee study to gain state funding.	

School Facilities

The original part of our school was built in 1923, in the style of the California missions. A second addition was built in 1939. The primary and intermediate wings were added in 1959, when the older buildings were brought up to current earthquake standards. Between 1989 and 1993, the classrooms and restrooms were modernized to meet current Americans with Disabilities Act (ADA) standards and other requirements. Plans for a Developer Fee study are being made in order to modernize facilities and build for student growth.

All classrooms support an ideal learning environment for students due to their adequate size and large windows, which provide natural light and good circulation of air. All available classrooms are in use as a sudden enrollment growth has occurred. Due to this sudden enrollment growth, the computer lab was reconfigured to serve as a fully functioning classroom, and the computers distributed to all classrooms.

As mentioned in the previous section, our district employs one part-time librarian, who also serves as an on-site computer technician for occasional computer support.

Continued on sidebar

School Facilities

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

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

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

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

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

In accordance with the law, and for their safety, students are supervised at all times, from the time they step off the bus in the morning until they leave to return home in the afternoon.

During all student recesses, at least one staff member is on duty. Each morning after students have arrived for school, access to the campus is limited to an entrance through the front of the school. All visitors to the campus must enter through the main doors and sign in at the office.

Under the Williams Emergency Program, a new septic system was installed approximately nine years ago, replacing a failing system.

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data Comparison			
	Waukena JUESD	Waukena ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	11	12	12	11
Without full credential	1	0	0	1
Teaching outside subject area of competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Waukena ES		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Waukena ES	100%	0%
All schools in district	100%	0%
High-poverty schools in district	100%	0%
Low-poverty schools in district	◇	◇

◇ Not applicable.

★ Employed by County Office of Education

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.33
Library media services staff (paraprofessional)	0.33
Psychologist	0.20
Social worker	0.00
Nurse	0.12★
Speech/language/hearing specialist	0.10★
Resource specialist (non-teaching)	1.00★

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data	2012-13 Fiscal Year	
	Waukena JUESD	Similar Sized District
Beginning teacher salary	\$40,000	\$38,970
Midrange teacher salary	\$50,715	\$56,096
Highest teacher salary	\$63,676	\$71,434
Average elementary school principal salary	\$60,000	\$91,570
Superintendent salary	\$88,000	\$107,071
Teacher salaries — percent of budget	31%	36%
Administrative salaries — percent of budget	7%	7%

Financial Data Comparison

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

Financial Data Comparison	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Waukena ES	\$5,724	\$44,701
Waukena JUESD	\$5,724	\$44,701
California	\$4,690	\$57,931
School and district — percent difference	◆	◆
School and California — percent difference	+22.0%	-22.8%

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

School Financial Data

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

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$7,014
Expenditures per pupil from restricted sources	\$1,290
Expenditures per pupil from unrestricted sources	\$5,724
Annual average teacher salary	\$44,701



Expenditures Per Pupil

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



Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils 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. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.