SARC 2024-25 School Accountability Report Card
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Waukena Joint Union Elementary School

19113 Road 28 Tulare, CA 93274 ▪ www.tcoe.org/districts/waukena.shtm
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Grades K-8 ▪ CDS Code 54-72264-6054753



Waukena Joint Union Elementary School District

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Principal's Message

Greetings! We would like to welcome you to Waukena Joint Union Elementary School District (WJUESD), where we are committed to helping children develop their intellectual capacity, academic skills, and social competence so they will be prepared to effectively negotiate the demands associated with living in an ever-changing world. Your time in reading this School Accountability Report Card (SARC) shows your interest and support for the future of Waukena Joint Union Elementary School. As a rural, single-school district, Waukena Joint Union Elementary School District covers approximately 50 square miles and serves 200-225 students in grades K-8. Our income base is largely agricultural, with strong economic influence from the dairy industry. Our school provides a complete curriculum in the areas of language arts, mathematics, history and science. We rely on standards-based instruction and data-driven assessments to ensure academic growth of our students. Despite our small school size, Waukena Elementary, due to being a member of Tulare County small school's consortium, is able to engage our students in many constructive and character-building competitions in the areas of academics and athletics. An essential priority for the district is to re-open and return to brick and mortar school facilities. Our teachers and staff are committed to providing an exceptional education for all students, and aim to provide the direction, counsel, and support that each student needs to reach their full potential.

Under the California Assessment of Student Performance and Progress (CAASPP), our dedicated teachers and staff, supportive school board, and students continue to strive for academic excellence. We have scored very competitively with similar schools on the CAASPP, and look to continue our improvement. Under the new California School Dashboard data, Waukena Elementary scores at the yellow performance level for mathematics, increasing 6.5 points from the previous school year. We remained at the orange performance level for English language arts and suspension rates. In grades K-8 we increased interactive and multimedia learning opportunities for all students. Our goal is to instill an enthusiasm for lifelong learning and a sense of global awareness to prepare them for the challenges and changes that lie ahead.

School Vision Statement

Focus on Learning • Build Character • Shape the Future

The Waukena Joint Union Elementary School Districts vision is to inspire students to become innovative, collaborative, and constructive citizens who embrace diversity, value education and honesty, develop a strong work ethic and a sense of responsibility that challenges them to be leaders in global society.

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 participate directly in your child's education here at school. One way is to volunteer in your child's classroom. We provide our students with various off-site learning activities, and parental involvement with field trips is encouraged. Our parents provide input to the board of trustees by serving on our School Site Council (SSC), Parent-Teacher Club, English Learner Advisory Committee (ELAC), or assisting with fundraising events, which support the school. Our Parent-Teacher Club provides a great opportunity for parents to become involved in many areas of school. 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 T. Jeffrey Cooley at (559) 686-3328.

School Safety

Safety of students and staff is a primary concern of Waukena Joint Union Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was last reviewed and updated in December of 2025 by the school Safety Committee/School Site Council. Our school safety plan was written to include steps which are specific to a course of action in case an emergency situation develops, whether the situation is dense fog or a bomb threat. The 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 and all staff members have two-way radios. Each staff member is assigned a responsibility, as designated in the plan, and is familiar with their assignment.

Fire drills are scheduled monthly, schoolwide earthquake drills are scheduled twice a year, and classroom earthquake and lockdown drills are conducted periodically. Waukena Elementary School is actively involved in the Tulare County Consortium for Safe and Drug Free Schools and Communities/Tobacco Use Prevention Education, CHOICES Prevention Programs. The district maintains goals for developing and sustaining a safe learning environment for students.

School Accountability Report Card

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.

School Mission Statement

Our mission is to fully prepare all students for high school and then for either the work world or college in a society that is increasingly dependent on technology. We will provide students with the knowledge, skills, attitudes, and experiences they need to contribute to and participate in our society. Our mission is to educate students who demonstrate they are:

- Proficient in reading comprehension, communication, computation, reasoning and problem solving in all subject areas.
- Capable of problem solving in a variety of real-life situations.
- Committed to good health and physical fitness.
- Active participants in the democratic process.
- Willing to assume responsibility for their actions.
- Respectful of the rights and feelings of others.
- Proficient in the use of good social skills and proper etiquette.
- Respectful of the many cultures that contribute to and make up our world community.
- Successful lifelong learners.

Governing Board

Cirila Mora, President

Leandro Sanchez, Clerk

Phyllis Harmon, Member

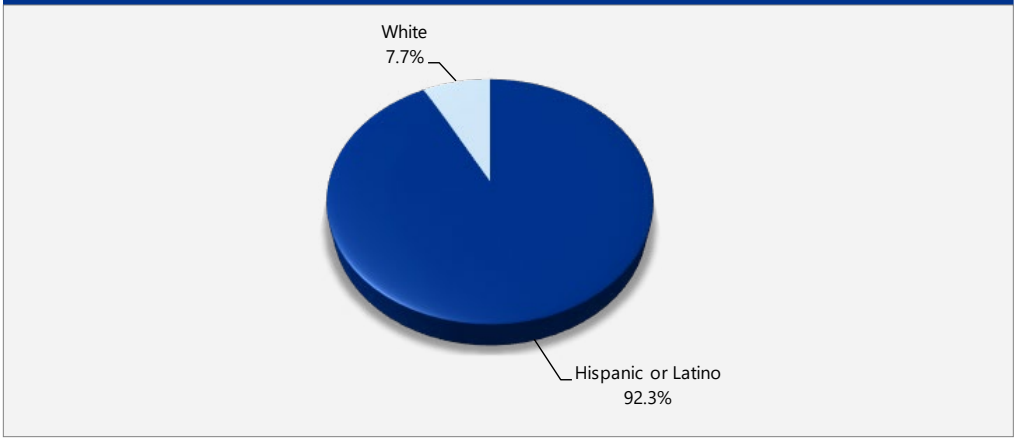
Mike Lewis, Member

Joe Machado, Member

Enrollment by Student Group

The total enrollment at the school was 220 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

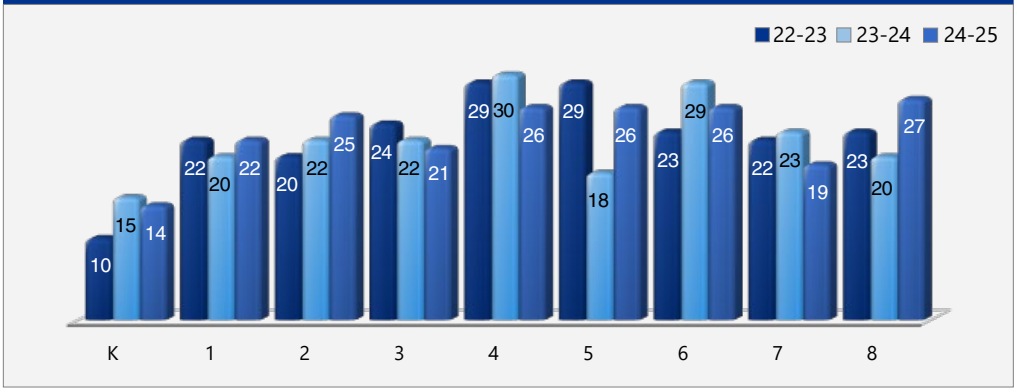
Demographics (2024-25 School Year)



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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	1			1			1		
2		1		1				1	
3		1		1			1		
4	1			1				1	
5		1		1				1	
6		1		1				1	
7		1		1				1	
8		1		1				1	

Enrollment by Student Group

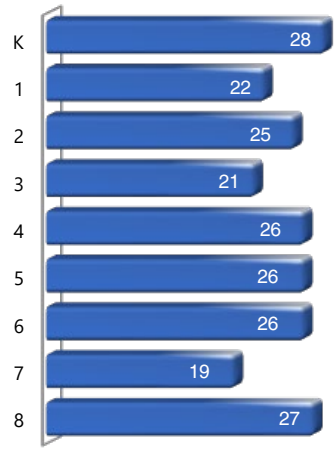
Demographics	
2024-25 School Year	
Female	50.00%
Male	50.00%
Non-Binary	0.00%
English Learners	40.00%
Foster Youth	0.00%
Homeless	5.00%
Migrant	4.10%
Socioeconomically Disadvantaged	84.10%
Students with Disabilities	10.00%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Waukena ES			Waukena JUESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	6.10%	2.10%	0.40%	6.10%	2.10%	0.40%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40%	0.00%
Female	0.00%	0.00%
Male	0.90%	0.00%
Non-Binary	0.00%	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	0.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.10%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.30%	0.00%



Professional Development

WJUESD 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 is a member) and the Tulare County Office of Education, as well as off-site and on-site scheduled professional development. The district provides early release each Tuesday for Staff Professional Development. Student performance data is reviewed and discussed, time for teacher collaboration is provided, and continuous instructional training is ongoing.

Each year, the district continues to schedule training as well as support and coaching for teachers by providing Tulare County Office of Education Curriculum Consultants.

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2023-24	33
2024-25	30
2025-26	35

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. 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 participating in each of the five fitness components 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

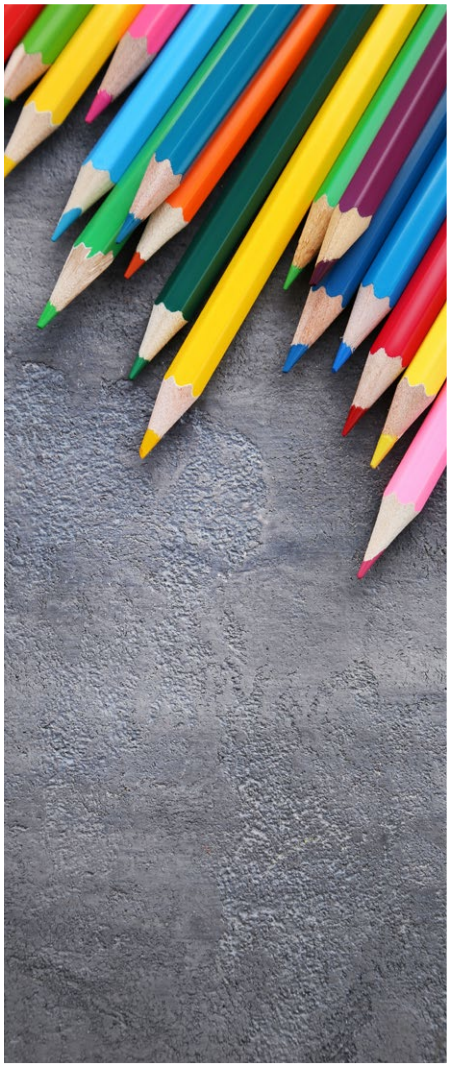
Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	233	226	46	20.40%
Female	118	112	23	20.50%
Male	115	114	23	20.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	216	209	45	21.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	17	17	1	5.90%
English Learners	95	92	17	18.50%
Foster Youth	❖	❖	❖	❖
Homeless	13	12	3	25.00%
Socioeconomically Disadvantaged	205	201	42	20.90%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	30	28	8	28.60%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

Waukena School receives funding from state and federal sources, including Title I, Title III and Economic Impact Aid/Limited English Proficient (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 (REAP).



California School Dashboard

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

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Waukena ES		Waukena JUESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	8.16%	37.04%	8.16%	37.04%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Waukena ES		Waukena JUESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	28%	37%	28%	37%	46%	48%
Mathematics	32%	28%	32%	28%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	54	54	100.00%	0.00%	37.04%
Female	23	23	100.00%	0.00%	43.48%
Male	31	31	100.00%	0.00%	32.26%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	49	49	100.00%	0.00%	34.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	19	19	100.00%	0.00%	10.53%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	32.65%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.







CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	145	145	100.00%	0.00%	36.55%
Female	67	67	100.00%	0.00%	41.79%
Male	78	78	100.00%	0.00%	32.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	134	134	100.00%	0.00%	36.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	36.36%
English Learners	50	50	100.00%	0.00%	8.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	120	120	100.00%	0.00%	34.17%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	18	100.00%	0.00%	5.56%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	144	144	100.00%	0.00%	28.37%
Female	67	67	100.00%	0.00%	35.38%
Male	77	77	100.00%	0.00%	22.37%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	133	133	100.00%	0.00%	27.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	40.00%
English Learners	50	50	100.00%	0.00%	6.12%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	120	120	100.00%	0.00%	24.58%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	17	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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, 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. The district contracts with a private education technology company to provide computer and software support.

All grades are self-contained classes, therefore visual and performing arts are taught in conjunction with high-quality curriculum aligned to rigorous state frameworks and instructional materials adoptions in the core curriculum areas. All students have access to appropriate instructional materials. Common Core math materials have been purchased and are in use. Common Core English language arts (ELA), science and history/social science materials have been purchased.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Wonders, McGraw-Hill Education (K-5)	2015
Reading/language arts	California Collections, Houghton Mifflin (6-8)	2015
Mathematics	Go Math! and Go Math: Middle School, Houghton Mifflin Harcourt	2014
Science	Science Dimensions, Houghton Mifflin Harcourt (K-8)	2017
History/social science	My World History, Pearson (K-7)	2012
History/social science	American History (8)	2016
Intervention grades K-3	Within the ELA program	2015
Intervention grades 4-8	Within the ELA program	2015

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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-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.

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

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year	
Data collection date	9/9/2025



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	8/21/2025

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 (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Restrooms/fountains	A new domestic water well is projected to be in production by December 2025.
Structural	Buildings 200, 300, and 400 are projected to be reroofed in 2028.

School Facilities

The original part of our school was built in 1923 in the style of the California missions. An 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. A developer fee study was completed and adopted by the board, making it possible to apply for modernization funding.

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. Initial funds have been earmarked to begin work, which will allow the district to be able to add air-conditioning, given parents are concerned that the weather in August and September is hot and can be uncomfortable. All classrooms are in use, with the library reduced in size in order to accommodate special education and intervention programs and Choices after-school offices. Our district employs one part-time librarian who also serves as an on-site computer technician, as well as a professional computer expert for monthly computer support for our staff and students. The district utilized E-Rate funding to upgrade switches to build robust, high-performance networks on campus.

The district's facility needs were assessed, and after much collaboration with an architectural firm, a master plan was designed, which will allow the district to obtain a new library and media-center.

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

Continued on sidebar

School Facilities

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Restrooms are provided in the following locations: inside the kindergarten room, at the end of grade 1-3 wings and grade 4-6 wings, and in the main wing for grades 7-8. In total, eight restrooms are available for students. Two restrooms are provided for staff, located at opposite ends of the campus. Access for students with disabilities is provided at the entrance at the middle of the school, with a ramp, which gives access to the whole campus. The appraisal for all property and buildings is $2,628,903.

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 rooms 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.

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 four to five 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, with two individuals scheduled. Each morning after students have arrived for school, access to the campus is limited to an entrance through the front of the school, which is also kept locked during the school day. All visitors to the campus must enter through the main doors and sign in at the office.

In addition to classrooms, the school Waukena Joint Union Elementary School District submitted a Facility Hardship Program grant request in 2017. The district received design plan funds in the spring of 2023. In addition to hardship funds, the district passed a bond measure in March 2020. These funds are earmarked for upgrading the campus electrical capacity and installing new air-conditioning in all the classrooms and cafeteria/multi-purpose room.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.7	59.0%	5.7	59.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	20.5%	2.0	20.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	20.5%	2.0	20.5%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	9.7	100.0%	9.7	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.0	60.0%	6.0	60.0%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	3.0	30.00%	3.0	30.00%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	10.0%	1.0	10.0%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	10.0	100.0%	10.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.0	70.0%	7.0	70.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	3.0	30.0%	3.0	30.0%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
Unknown	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
Total Teaching Positions	10.0	100.0%	10.0	100.0%	278,927.1	100.0%

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	2.0	0.0	0.0
Misassignments	0.0	1.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	1.0	0.0



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	9.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year	
	Ratio
Pupils to Academic counselors	220:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.01
Library media services staff (paraprofessional)	0.06
Psychologist	0.01
Social worker	0.01
Nurse	0.01
Speech/language/hearing specialist	0.01
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 California Department of Education (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.

Salary Data (2023-24 Fiscal Year)

	Waukena JUESD	Similar Sized District
Beginning teacher salary	$59,953	$55,247
Midrange teacher salary	$84,696	$80,745
Highest teacher salary	$109,438	$109,655
Average elementary school principal salary	✪	$133,828
Superintendent salary	$120,000	$155,953
Teacher salaries: percentage of budget	19.14%	25.26%
Administrative salaries: percentage of budget	3.35%	6.12%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Waukena ES	$14,322	$70,407
Waukena JUESD	$14,322	$70,407
California	$11,146	$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	+28.5%	-17.5%

✪ The principal and superintendent are combined as one position.

◆ The percentage 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	
2023-24 Fiscal Year	
Total expenditures per pupil	$25,166
Expenditures per pupil from restricted sources	$10,844
Expenditures per pupil from unrestricted sources	$14,322
Annual average teacher salary	$70,407



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 and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource 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). 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.

All data accurate as of December 2025.