

**2000-2001
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Imperial Unified School District

T.L. Waggoner Elementary School

2000-2001 Annual School Report Card



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Imperial, CA 92251
(760) 355-3266 - FAX (760) 355-3180
Kindergarten through Sixth Grade
Madeline Willis, Principal



www.icoe.k12.ca.us/iusd/

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional program, academic achievement, materials and facilities, and the staff. We hope that you will gain a better understanding of our school through the data provided.

Welcome to T.L. Waggoner Elementary School! Waggoner is an elementary school that houses 480 positive-minded students ranging from kindergarten to sixth grade. The staff and I welcome these youngsters as they enter our school and our lives. We work closely with parents to build partnerships that ensure a solid, safe environment for our children as they grow academically and socially.

I have worked with the Imperial Unified School District for the past 10 years as a Vice-Principal and then as principal at Ben Hulse Elementary School. This year I was given the opportunity to open our brand new elementary school here at T.L. Waggoner. Before my years as a principal, I spent 22 years as a teacher. The field of education has allowed me to expand and grow professionally over the years, and this is what I hope to instill in my staff and my students... that as the years go by, we should constantly challenge ourselves to grow and expand into all that we can become.

We work hard at Waggoner to be positive role models for our students. Our staff is superb! We are constantly reminding ourselves of the joys and rewards found in teaching. By focusing on the positive we have found that the atmosphere here at Waggoner is full of joy and anticipation!

Madeline Willis, Principal

Mission Statement

Our primary mission at T.L. Waggoner is to provide opportunities for students to learn as they prepare for life in an informational age. Students all have access to comprehensive educational programs in which they are taught to become productive and successful. Basic skills and the ability to acquire knowledge are emphasized. Students are encouraged to develop a respect for themselves and others, and to become responsible, positive-minded citizens. We expect our students to do well in school...and they do!

Community & School Profile

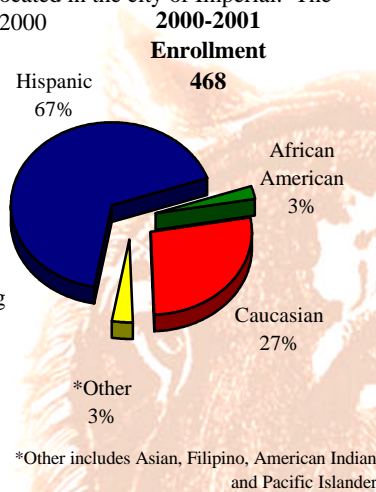
The T.L. Waggoner Elementary School community is located in the city of Imperial, approximately 111 miles east of San Diego and 210 miles southeast of Los Angeles. The Imperial County climate is a desert climate. Winter low temperatures average around 45° and summer highs are around 100°.

The desert was settled by families that worked hard to claim the land from the natural elements. The biggest obstacle they had to overcome was the lack of water. The early pioneers planned and accomplished the amazing task of bringing water from the Colorado River, 60 miles across the desert, to the Imperial Valley. They used animals, their own brute strength, and sheer determination to construct the All American Canal which now provides water to the Valley.

The desert climate in the Imperial Valley allows for plants to grow continuously throughout the year. Because of this, the main source of income in the county is farming. At some time or another during the year, various crops are in production. Some of these include: lettuce, cauliflower, broccoli, citrus, wheat, sugar beets, alfalfa, sudan grass, carrots, tomatoes, and the famous Imperial Sweet Onions.

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1901 and produced its first graduation class in 1906. The district educates students in grades kindergarten through twelve on a traditional calendar system. There are currently three elementary schools, one middle school, one high school, and one continuation school in the district. Imperial Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

T.L. Waggoner Elementary School is located in the city of Imperial. The school opened its doors in September, 2000 to grades kindergarten through six. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. T.L. Waggoner Elementary School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.



Discipline & Climate for Learning

Students at T.L. Waggoner Elementary School have many opportunities to demonstrate their individual talents. School staff encourage every child to stretch his/her energies, abilities, and talents.

T.L. Waggoner Elementary School has found that positive discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of T.L. Waggoner Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. T.L. Waggoner Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, as well as individual student handbooks.

Attendance

Regular attendance at T.L. Waggoner Elementary School is a necessary part of the learning process and is critical to academic success. Attendance policies are clearly stated, consistently enforced, and fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of T.L. Waggoner Elementary School are expected to be in their seats and

ready for instruction at the designated time. Students who are late to class must secure a pass from the office before going to class.

T.L. Waggoner Elementary School annually provides a Student Conduct Code (which is supplemented by a set of behavioral standards developed by Imperial Unified School District). The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Imperial Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community; including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems. There were no expulsions or suspensions during the first semester of operation.

Academic and Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extra-curricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and prevent behavioral problems. Extracurricular activities and programs include:

- Chorus
- Band
- Christmas in a Small Town Participation
- Garden Club
- After School Tutoring
- Vehicle Career Day
- Red Ribbon Week Parade and Activities
- Drama Club

Students are recognized for good behavior at monthly schoolwide assemblies. "Citizen of the Month" are chosen from each classroom and receive a flag to fly at home over the weekend. Students can also receive "CBG" cards. These cards are given to students who are Caught Being Good. When a classroom has earned 20 CBG cards, special prizes and treats are given to that class.

Special recognition is given for specific accomplishments and levels of achievement:

- Presidential Physical Fitness Awards – 5th Grade
- AR "Wall of Fame" and Lunch with the Principal
- Honor Roll/Honor Society Certificates and Bumper stickers
- Sizzler Certificate for Citizenship and/or academics
- 6th Grade - Presidential Academic Performance Awards
- Kindergarten Graduation
- Science Discovery Day

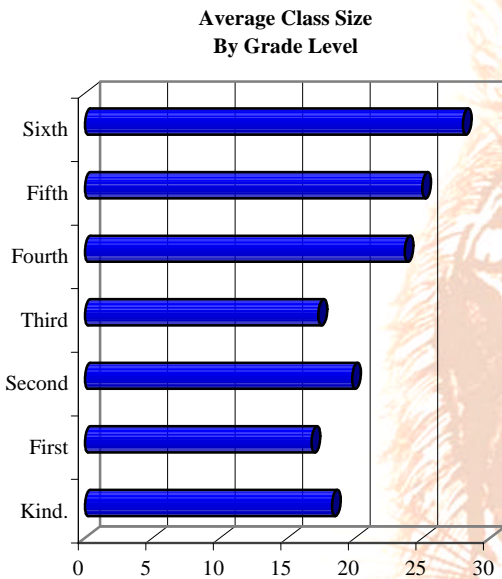
Throughout the year students learn of other multi-cultural holidays and traditions, including Christmas customs around the world, wintertime holidays such as Hanukkah, Chinese New Year, Tet, and Kwanzaa. The students at T.L. Waggoner Elementary School present Cinco de Mayo programs to the students and parents.

Homework

T.L. Waggoner Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels. Each teacher determines the appropriate measure of homework for his/her students. Appropriate homework is assigned at all grade levels, Monday through Friday. Each student is expected to complete his/her homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

Class Size

T.L. Waggoner Elementary School started the school year with an average class size of 22.4 students and a pupil/teacher ratio of 18:1.



The ratio of students per teacher varies by grade level taught. In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. T.L. Waggoner Elementary School implemented CSR for all K-3 classrooms.

Academic Performance Index

The API score is based on 1999 SAT-9 results. The school's base API report will be issued in January 2002, based on spring 2001 SAT-9 results.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at T.L. Waggoner Elementary School. These measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program. These measures are especially helpful as active long-term reflections of student instructional growth.

Assessments are administered to all grade levels throughout the year.

- Language Assessment Survey for primary language assessment
- Scoring rubrics for writing
- Teacher Grades
- Individual and group-administered tests; including unit tests that accompany district adopted materials, quick assessments, reading and math inventories, etc.

Standardized State Testing

T.L. Waggoner participates in the State's mandatory Standardized Testing and Reporting program (STAR) which utilizes the Stanford Achievement Test Series, Ninth Edition (SAT-9), the most respected achievement test in the country. The SAT-9 was modified to include items directly tied to the state's curriculum standards.

The SAT-9 was administered for the first time statewide in the spring of 1998 to all students, grades 2-11. This nationally norm-referenced test measures a student's performance in various academic subjects against other students at the same grade who take the test. Students at T.L. Waggoner will be tested in the spring 2001 in reading, math, language, and spelling. The SAT-9 results will be available on next year's report card.

Training & Curriculum Improvement

All training and curriculum development at T.L. Waggoner Elementary School revolves around the California State Content Standards and Frameworks. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of T.L. Waggoner's curriculum is an ongoing process. Curriculum planning is done through careful review of the district/state standards, the state frameworks, the district policies, the SAT-9 results, multiple measures, and research. Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements. The T.L. Waggoner School Site Committee meets monthly to monitor the school's curriculum. RESULTS and Accelerated Reader Programs are also used.

Staff members are encouraged to attend workshops and conferences provided by the district, outside agencies, and consultants. During the 1999-2000 school year, training was offered on the following topics: VIPS, Science Training, Special Education State Conference, Math Network Training and SDAIE Training.

Several of the district's teachers are participating in the Beginning Teacher Support Assessment program; a training program to prepare teachers to become "support providers" for the BTSAs program. Four of T.L. Waggoner's teachers are eligible to participate in this program.

For the 2000-2001 school year, staff at Imperial Unified School District and T.L. Waggoner Elementary School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Counseling & Other Support Services

It is the goal of Imperial Unified School District to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The district provides qualified personnel to provide counseling and support services, on a full-time basis. Psychologists are devoted to helping students deal with problems and assisting them to reach positive goals.

- District Nurse – full-time
- District Psychologist – full-time

Special Education

The goal of the Imperial Unified School District Special Education Program is to provide training and support for students and teachers to allow students to experience success in the regular education classroom. Through continual monitoring, measuring, and modifying, T.L. Waggoner Elementary School's philosophy is that every child is capable of benefiting from the regular education classroom. Through continual support and training, the Special Education Program helps teachers adopt program modifications and teaching styles respectful of students' needs.

Several programs are in place to ensure the needs of special student populations are being met. The special education teachers and instructional aides work with RSP students in the classrooms, as well as in pull-out programs. Aides also work with regular education students in a "Learning Center" approach.

Title I and School Improvement funds provide for instructional aides in grades K-6 to help students not meeting grade level standards. The Title I Rainbow Room also provides a pull-out program for students not meeting the standards for students in grades K-3.

ELL students receive daily English Language Development in their classrooms. ELL students are annually evaluated on their oral English language progress by the district bilingual technician.

Migrant instructional aides work with K-6 migrant students in the classrooms.

GATE students receive a differentiated curriculum with their classrooms. GATE students' curriculum is also enriched each week with a pull-out program. The program provides students with additional opportunities to work with technology (multi-media, Internet, etc.) and sharpen critical thinking skills.

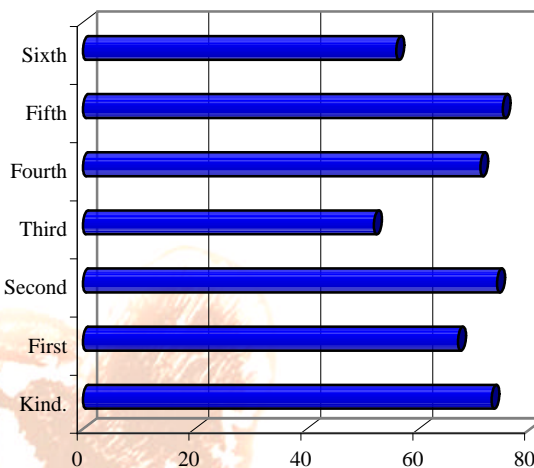
Community Resources

T.L. Waggoner Elementary School Elementary School has been fortunate to be sponsored in a Reading is Fundamental (RIF) program by General Dynamics. On book distribution days, students participate in a literacy activity and receive a free book. General Dynamics volunteers time and donates money for three book distribution days per year.

School Attendance

Student enrollment at the beginning of the 2000-2001 school year was 468 students.

**2000-2001 Enrollment
By Grade Level**



Intervention programs that promote attendance include:

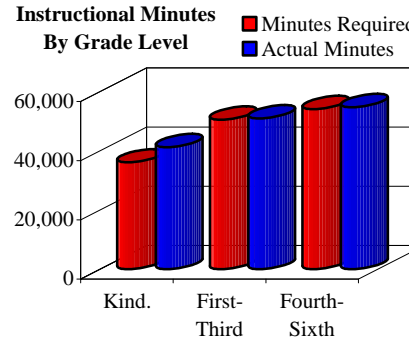
- Parent Conferences
- Perfect Attendance Awards
- Follow up home visits by the security department when warranted
- Referring excessive absences, trancies, and tardies to the School Attendance Review Board (SARB)
- Encouraging parents to support school policy for school attendance by allowing students to miss school only when they are ill

Instructional Minutes

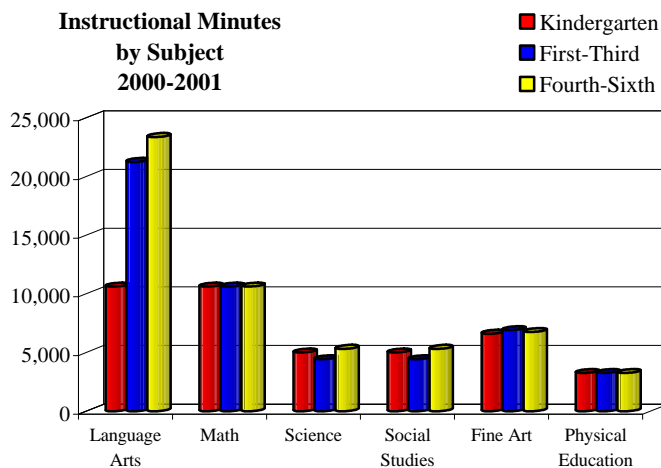
During the 2000-2001 school year, all instructional minute requirements at T.L. Waggoner Elementary School either met or exceeded state requirements.

All students in grades kindergarten through six receive instruction in Hands-on Science and Music in addition to the core subjects. T.L. Waggoner Elementary School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

**Instructional Minutes
By Grade Level**



**Instructional Minutes
by Subject
2000-2001**



Minimum Days

T.L. Waggoner Elementary School has scheduled 180 instructional days for the 2000-2001 school year that are designed to either meet or exceed the daily instructional minute requirements specified in the California Education Code.

Textbooks and Instructional Materials

T.L. Waggoner Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. T.L. Waggoner Elementary School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators, teachers, and district personnel establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption.

Subject	Adoption Year	Publisher	Series	Grade Levels
Language Arts	1997	Scholastic	Literacy Place	K-5
		McDougal-Littell	Language of Literature	6-8
		Scott Foresman	English Language Development	K-8
Mathematics	1995	Houghton Mifflin	Mathematics	K-2
		Silver-Burdett-Ginn	Exploring Mathematics	3-6
Science	1992	Scholastic	Science Place	K-2
		MacMillan	Science Kits	3-6
		Valley Imperial	Project in Science Kits	
History/Social Studies, 1990 and 1999		Houghton Mifflin	Social Studies	K-2
		McGraw Hill	Social Studies	3-6

The school's library is stocked with 10,000 books that are available for students to check out. The school's library contains a large collection of videos for classroom use that tie into curricular areas of study.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and improve reading comprehension.

	2000-2001
Computers	72
Students per computer	6.5
Classrooms connected to Internet	26

T.L. Waggoner Elementary School is currently in the process of posting their website which will provide a variety of resources and information for parents, staff, students, and community members.

School Facilities & Safety

As a newly built school, we have facilities that are up to code and well-maintained.

Safety of students and staff is a primary concern of T.L. Waggoner Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The Imperial Unified School District's Emergency & Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The Safe Schools policy was implemented at the opening of school, and is scheduled to be updated annually and provided to parents and students at the beginning of each school year.

Quality of Instruction & Leadership

Leadership at Imperial Unified School District is a responsibility shared between District administration, the school principals, instructional staff, students, and parents. The District's emphasis has always been on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the State Content Standards and Frameworks and District standards.

The District requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Leadership groups and committees throughout the District include:

- School Site Council
- School Site Leadership Team
- District Advisory Committee
- Gifted and Talented Parent Committee (GATE)
- District Language Advisory Committee
- English Language Advisory Committee
- Program Quality Review
- Coordinated Compliance Review
- Safe School Committee
- Technology Team
- Grant Writing Teams
- Student Study Team

The School Site Council is comprised of the principal, staff members, and parents, and meets regularly to monitor the School Improvement Program

(SIP). Each spring the School Site Council and school staff review and update the School Improvement and School Site Safety Plans. The School Improvement Plan identifies the education plan for the year. Site goals, objectives, action steps, timelines, expenditures, and evaluation processes are described in the plan. The English Learners Advisory Committee, the GATE Parent Committee, and Site Leadership Team provide their input on the improvement plan.

Teacher Assignment

T.L. Waggoner Elementary School recruits and employs the most qualified credentialed teachers. For the 2000-2001 school year, T.L. Waggoner Elementary School had 25 fully credentialed teachers who met all credential requirements in accordance with State of California specification.

Teacher Credential Status

	<u>2000-2001</u>
Fully Credentialed	25
Emergency Credentials	2
Without Credentials	0
University Interns	3
Working Outside Subject	0
Waiver	1

All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are currently assigned to teach. Some teachers hold multiple credentials; California law permits elementary grade teachers to instruct in all subjects; however, in order to provide students with quality instruction in all areas of the curriculum, teaching staff is encouraged to actively participate in professional development classes.

T.L. Waggoner Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-2001 school year, certificated staff consisted of 26 employees: 57 percent with 30+ additional units beyond their bachelor's degree and 34 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Speech Specialist
- Gifted and Talented Education
- District Bilingual Technician
- Music Teacher
- Resource Specialists
- Reading Recovery Teacher
- Instructional Assistants

Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Tenured certificated teachers are formally evaluated at least once every two years. Probationary certificated teachers are formally evaluated twice in each of their two probationary teaching years. The school principal conducts each evaluation and assesses performance based on four criteria:

- Students' progress, as compared to district standards
- Create and maintain an effective learning environment
- Teaching techniques and strategies
- Progress in meeting curricular objectives

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The 1999-2000 topics for staff development were:

Categorical Program and Grant Review

- Eligibility Requirements
- Teaching Strategies
- Classroom Management
- Pupil Performance
- Prepare for CCR/WASC Review

The Regular Education Teacher's Role in the Special Education Process/Site Specific In-service on Classroom Strategies

- In-service on Special Education
- Student Study Team Process
- K-6 Teachers – Effective Teaching Strategies and Title I/Compensatory Education
- 7th and 8th Grade Teachers – Classroom Management
- High School Teachers – Digital High School

Standards and Assessment/Promotion Retention - K-6 Teachers

- New Promotion Retention Policy
- Grading Policy
- Standards and Assessments
- Grade Level Standards

Classroom Management/Instructional Strategies - 7-12 grade Teachers

- Review Instructional Strategies involving School-to-Career, AVID and Classroom Management

State Mentor Teacher funds provide district mentor teachers to assist new teachers. Eisenhower funds provide staff with a math and science mentor teacher. The district pays the costs to allow teachers to attend BCLAD*, CLAD**, and SDAIE*** training to receive certification to assist English language learners.

*BCLAD – Bilingual Crosscultural, Language and Academic Development

** CLAD – Crosscultural, Language and Academic Development

*** SDAIE – Specially Designed Academic Instruction in English

Substitute Teachers

Staff attendance is critical to maintaining the quality of instruction and learning. Due to countywide class size reductions, CBEST (California Basic Educational Skills Test) certified substitutes have been difficult to obtain. Imperial Unified School District has requested a waiver from the state for CBEST for substitutes.

Currently, Imperial Unified School District has 57 fully credentialed substitutes and 20 on waiver. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, Imperial Unified School District advertises employment opportunities in local newspapers and on the Internet.

Expenditures Per Student & Types of Services Funded

For the 1998-99 school year, Imperial Unified School District spent an average of \$4,950 to educate each student. The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1998-99

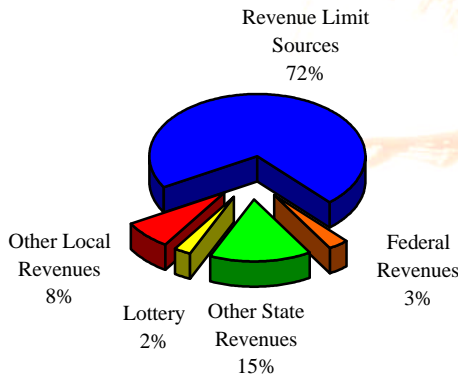
Imperial Unified School District	Statewide Average	
	All Unified Districts	All Districts
\$4,950	\$5,416	\$5,379

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

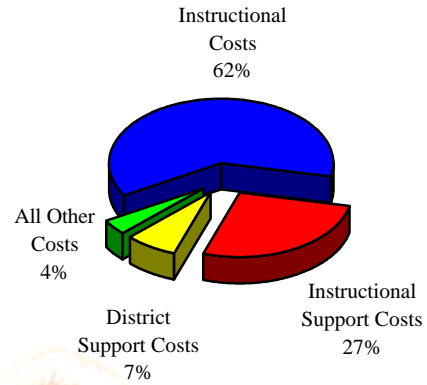
In addition to General Fund State funding, Imperial Unified School District receives state and federal categorical funding. The school receives approximately \$1,074 per student in categorical aid. Federal and state funding is provided for the following categorical, special education, and support programs:

- Title I
- Drug-Free Schools
- Home-to-School Transportation
- Instructional Materials
- Mentor Teacher
- School Improvement Program
- Class Size Reduction
- Economic Impact Aid
- Gifted and Talented Education
- Math and Science
- Special Education

District Revenue Sources 1998-99



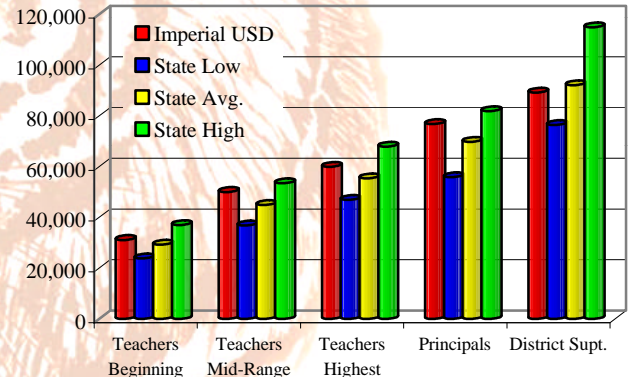
District Expenditures 1998-99



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having between 1,500 and 4,999 average daily attendance throughout the state.

1998-99 Average Salary Information Teachers - Principals - Superintendent



1998-99 Average Salary Information Teachers & Administrative Salary Percentages

