

# T. L. Waggoner Elementary

627 Joshua Tree St. • Imperial, CA 92251 • (760) 355-3266 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Imperial Unified School District**

219 North E St.  
Imperial, CA 92251  
(760) 355-3200  
<http://imperialusd.org>

#### **District Governing Board**

Abdul Mohamed  
**Board President**

Victor Lopez  
**Board Member**

Jill Tucker  
**Board Member**

David Ross  
**Board Member**

John Denault  
**Board Member**

Bryan Thomason  
**Board Secretary**

#### **District Administration**

Bryan Thomason  
**Superintendent**

Roger Ruvalcaba  
**Assistant Superintendent  
of Curriculum and Instruction**

Hector Coronel  
**Director of Special Education**

Juan Leal  
**Director of Human Resources and  
Special Projects**

Gina Hendrix  
**Director of Business Services**

### **School Description**

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

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1902 and produced its first graduating class in 1906. The district educates students in grades kindergarten through twelve on a traditional calendar system. There are currently two elementary schools, one middle school, one high school, and one alternative 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.

The school opened its doors in 2000 to grades kindergarten through five. During the 2018-19 school year, T.L. Waggoner Elementary School had 873 students enrolled in grades transitional kindergarten through five. Student body demographics are illustrated in the chart.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	183
Grade 1	140
Grade 2	148
Grade 3	145
Grade 4	131
Grade 5	164
<b>Total Enrollment</b>	<b>911</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1.2
Filipino	0.5
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.1
White	9.4
Two or More Races	0.8
Socioeconomically Disadvantaged	46.1
English Learners	36.1
Students with Disabilities	10.2
Foster Youth	1.3
Homeless	8.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for T. L. Waggoner	17-18	18-19	19-20
With Full Credential	35	37	27
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Imperial Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	188
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at T. L. Waggoner Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All IUSD curriculum and materials are State Board of Education (SBE) adopted and aligned. Teachers use these state-adopted materials for instruction so that all students have access to the standards. Each year, principals certify that sufficient instructional materials are available to meet the needs of all students.

**Textbooks and Instructional Materials**

Year and month in which data were collected: June 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Journeys / Big Day Adopted 2017 / 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin / Harcourt Go Math Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly 2019-20  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Percent of students lacking their own assigned textbook: 0
Health	MacMillan Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)****Maintenance and Repair**

- Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

- The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget**

- The district does not participate in the State School Deferred Maintenance Program. The program was eliminated in 2010-11. The district does allocate funds to Routine Restricted Maintenance account which is designed to fund district expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School provides a safe, clean environment for students, staff, and volunteers. School facilities are situated on 20 acres. The school buildings span 25,863 square feet, consisting of 26 permanent classrooms, 14 portables, an administration building, library, cafeteria/multi-purpose room, staff room, 2 work rooms, and P.E. area. The facility strongly supports teaching and learning through its ample classroom and recreation space. The table shows the results of the most recent school facilities inspection.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>ELA</b>	59	56	59	60	50	50
<b>Math</b>	48	46	44	42	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
<b>5</b>	19.9	21.7	16.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	436	432	99.08	56.48
Male	233	231	99.14	57.14
Female	203	201	99.01	55.72
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	376	374	99.47	53.48
White	46	44	95.65	79.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	44.26
English Learners	181	181	100.00	48.62
Students with Disabilities	42	40	95.24	17.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	39	38	97.44	2.56

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	435	432	99.31	46.06
Male	232	231	99.57	50.22
Female	203	201	99.01	41.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	376	374	99.47	42.25
White	45	44	97.78	70.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	244	99.59	39.34
English Learners	181	181	100.00	38.67
Students with Disabilities	42	40	95.24	15.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	39	38	97.44	2.56

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at T. L. Waggoner Elementary School. The school encourages parents to become involved in their child's education by volunteering in the classroom and participating in school-sponsored activities. Our School Site Council meets regularly and welcomes the participation of parents. The administration holds Title 1 meetings to discuss program improvement, parent involvement, and academic achievement. Our ELAC program holds regular meetings to discuss resources for our English Language Learners and to provide inclusion to school discussions. Council members continue to create opportunities for more parent engagement. The PTO organized in 2004 is currently lead by Teresa Penuela, President. Our PTO board is committed to providing supplemental resources to our students.

T. L. Waggoner Elementary School welcomes parents and the community to activities held throughout the year. Each grade level organizes a parent night focused on academic resources to support learning at home. School events include Back-to-School Night, Open House, Family Night, the Fifth Grade Wax Museum, the Fourth Grade Mission Project Presentation, Wrangler Round-Up Carnival, Kindergarten Promotion, and various student performances. The school keeps parents informed of school events through the school's website, twitter account, PTO's Facebook page, TL Waggoners Instagram page, the School Connect messaging program, and the school's marquee. Parent volunteers are welcomed and a sign in sheet is kept in the office.

As part of our common core math and language arts adoption, we are utilizing Think Central, an online component of Go Math and Journey's to support the learning at home. It provides tutorials and videos of the daily lessons. We also provide parents with access to our Accelerated Reading program through home connect. The program allows parents to view reading progress and receive notifications.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The safety of students and staff is a primary concern of T. L. Waggoner Elementary School. The school has a closed campus; all visitors must sign in at the front office and wear an identification badge while on school grounds. Student Supervision Aides are on duty before and after school and during recess and lunch periods to ensure a safe and orderly environment. A security officer monitors campus safety since 2014. A Student Resource Officer works with the administration to support students and parents. In addition, we have a safety patrol program that allows students the opportunity to take ownership of school safety before and after school.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed by school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed by school staff in November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.0	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.8	3.8	5.6
Expulsions Rate	0.1	0.1	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	6		23	1	7		26		7	
1	25		5		23		6		23		6	
2	25		5		22		6		24		6	
3	22		7		23		5		23		6	
4	32		4		30		5		32		4	
5	28		5		30	1		4	28	1	5	
Other**									14	1		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	8

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers six staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, staff meetings provide collaboration time for educational development.

All curriculum development in the Imperial Unified School District revolves around the California State Content Standards. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of the curriculum is an ongoing process. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum planning occurs through careful review of district standards, state frameworks, and district policies; a review of STAR testing results and district multiple measures; and the most recent educational research.

Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements. The T.L. Waggoner grade level meetings occur monthly to monitor the school's curriculum and programs.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,099	\$46,208
Mid-Range Teacher Salary	\$90,215	\$72,218
Highest Teacher Salary	\$108,964	\$92,742
Average Principal Salary (ES)	\$125,986	\$134,864
Average Principal Salary (MS)	\$132,702	\$118,220
Average Principal Salary (HS)	\$128,565	\$127,356
Superintendent Salary	\$192,229	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	Unable to	\$765	Unable to	\$95,517
District	N/A	N/A	9,270	\$90,551.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.5	5.3
School Site/ State	-18.9	26.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



**Types of Services Funded**

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and instill a sense of belonging. Enrichment activities and programs include: Fourth Grade Music Appreciation, Fifth Grade Band, Career Day, Fifth Grade Biz Town, School Spelling Bee, and After-School Tutoring. Accelerated Reading and Math, I-READ, English in a Flash, Think Central, and Rosetta Stone are web-based programs used as intervention and enrichment resources. An E-library was introduced to students in 2013 as a way to create library access for students on the web. Seven instructional aides support student learning by providing small group instruction in the classroom.

Students are recognized for good behavior at monthly school-wide assemblies. A Citizen-of-the-Month is chosen from each classroom and receives a citizenship flag. Special recognition is given for specific accomplishments and levels of achievement: 4th Grade Mission Project, 5th Grade Wax Museum, AR "Wall of Fame," Kindergarten Promotion, Science Discovery Day, attendance awards, Outstanding Kids in Safety Patrol, Honor Roll/Honor Society certificates and Sizzler certificate for citizenship and/or academics.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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