

School Accountability Report Card Reported for School Year 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Waggoner Elementary School	District Name	Winters Joint Unified School District
Street	500 W. Edwards Street	Phone Number	(530) 795-6100
City, State, Zip	Winters, CA 95694	Web Site	www.wintersjUSD.org
Phone Number	(530) 795-6121	Superintendent	Rebecca D. Gillespie, Ed.D.
Principal	Suzen Holtemann	E-mail Address	rgillespie@wintersjUSD.org
E-mail Address	sholtemann@wintersjUSD.org	CDS Code	57-72702-6056410

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

At Waggoner School efforts are directed towards maximizing student success academically, socially, and emotionally. We offer a general education program, Structured English Immersion for our English Language Learners and a Dual Immersion Program (English and Spanish) for all interested students. The Dual Immersion Program begins in kindergarten and continues through 5th grade. The program is currently offering two Dual Immersion classes at each grade level through third grade.

In addition to the core academic programs, all students participate in a 40 minute reading intervention program to help all students either improve their skills to attain grade level proficiency in reading or challenge students that are already reading at and above grade level. We also have Peer Tutors from Winters High School who work with our students. They assist them with improving their reading and math skills. Students also have the opportunity to participate in after school classes to facilitate their English language development.

Parents participate in many activities at Waggoner School. There is an active PTA, School Site Council, English Learner Advisory Committee (ELAC), and Migrant Parent Group. Evening classes are offered for adults to learn English as a Second Language, parenting skills, as well as classes that teach parents techniques to help their children's reading at home.

Mission Statement

Our efforts will maximize student success; academically, socially, and emotionally.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Parents participate in many activities at Waggoner Elementary School. There is an active PTA, School Site Council, English Learner Advisory Committee (ELAC), and Migrant Parent Committee. Evening classes are offered for adults to learn English as a Second Language, home literacy strategies for parents, and parenting skills. Parents are also involved as classroom volunteers support learning and providing enrichment opportunities for students.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	125
Grade 1	109
Grade 2	118
Grade 3	118
TOTAL ENROLLMENT	470

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.43%	White (not Hispanic)	25.11%
American Indian or Alaska Native	0.21%	Multiple or No Response	20.21%
Asian	0.85%	Socioeconomically Disadvantaged	64%
Filipino	0.64%	English Learners	52%
Hispanic or Latino	52.34%	Students with Disabilities	8%
Pacific Islander	0.21%	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.2	6			19.2	5			19.5	6		
1	19.0	6			18.3	6			19.0	5		
2	19.0	6			19.3	5			20.0	4		
3	18.8	6			20.4	6	1		18.3	7	1	
K-3	17.0	1			20.0	1			18.0	1		

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The Safe School Plan at Waggoner Elementary School addresses the following areas: strategies to assure a safe physical environment; strategies to assure a safe, respectful, accepting and emotionally nurturing environment; strategies to provide students with resiliency skills; crisis intervention strategies; staff training in violence prevention and intervention techniques; assessment of school crime reporting; and strategies provided to maintain a high level of school safety. The Waggoner School Site council updates and modifies the content of the plan on an annual basis to ensure that it meets the needs of the students and staff at the school.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	4.9	0.7	3.8	13.5	11.4	10.7
Expulsions	0.2	0.0	0.0	0.9	0.2	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Waggoner School modernized its permanent classrooms and restrooms in the summer of 2003 and received a new library building. In order to ensure that these school facilities remain clean, there is an itemized cleaning calendar in all classrooms, restrooms, the library, and office. Safety and needed maintenance are ensured through the completion of work orders by all staff members and coordinated through the District Maintenance and Facilities Department.

Following the modernization of classrooms, the blacktop was resurfaced in spring of 2004. Additionally, in 2004 a new playground structure was installed that is compliant with all playground safety standards as well as a computer lab in the new library building. In the summer of 2006 a new girls' restroom was remodeled for kinder girls and a kinder playground was constructed with age appropriate equipment. A school garden was constructed the north side of campus where relocatable classrooms were previously located.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	30	29	28	93
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.60	470
Library Media Services Staff (paraprofessional)	.75	n/a
Psychologist	.60	n/a
Nurse	.20	n/a
Speech/Language/Hearing Specialist	.60	n/a
Other (Special Day Class)	1.0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	The Houghton Mifflin reading program is current and the quality is good.	0%
Mathematics	The Scott Foresman math program is current and the quality is good.	0%
Science	The Macmillan/McGraw Hill science program is current and the quality is good.	0%
History-Social Science	The Harcourt Brace Reflections social studies program is current and the quality is good.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,667	\$1,698	\$4,969	\$59,554
District	n/a	n/a	\$6,028	\$57,360
Percent Difference – School Site and District	n/a	n/a	-17.56%	3.83%
State	n/a	n/a	\$5,512	\$60,994
Percent Difference – School Site and State	n/a	n/a	-9.85%	-2.36%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Waggoner Elementary School provides several reading intervention opportunities for students. During the school day, all students participate in a 40 minute reading intervention program outside of their grade level's Language Arts Block. The Reading Specialists, grade level teachers, and additional support staff work with small groups of students to help them achieve grade level reading skills. Classroom tutors from Winters High School Peer Tutors also assist students to improve their reading as well as their math skills. Earobics and Accelerated Reader are two computer programs that are available in each classroom to assist students with phonics, phonemic awareness, reading comprehension, and English Language Development.

After school opportunities are available for students. The City of Winters After School Program provides academic and recreation opportunities as well as homework support for students five days a week. Waggoner also contributes to the summer school program that targets students struggling in reading, math and English Language Development.

Parents also benefit from the adult English as a Second Language (ESL) classes offered by the Community Based English Tutoring Program (CBET) and the Latino Family Literacy Project. Citizenship classes are also provided twice a week for parents and community members.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,245	\$38,941
Mid-Range Teacher Salary	\$54,448	\$59,686
Highest Teacher Salary	\$75,939	\$77,828
Average Principal Salary (Elementary)	\$86,465	\$94,258
Average Principal Salary (Middle)	\$83,808	\$98,271
Average Principal Salary (High)	\$101,288	\$104,869
Superintendent Salary	\$121,564	\$142,247
Percent of Budget for Teacher Salaries	41.40%	38.20%
Percent of Budget for Administrative Salaries	6.60%	5.90%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	29	32	37	37	40	42	43	46	50
Mathematics	43	42	54	36	37	39	40	43	46

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	
Hispanic or Latino	23	41	
White (not Hispanic)	60	74	
Male	29	55	
Female	45	53	
Economically Disadvantaged	24	42	
English Learners	21	44	
Students with Disabilities	28	33	
Students Receiving Migrant Education Services	13	36	

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	2	2
Similar Schools	1	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-5	-14	63	755
Hispanic or Latino	19	-12	58	688
White (not Hispanic)	-19	-13	42	846
Socioeconomically Disadvantaged	11	-8	61	696
English Learners	20	-7	76	689

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	n/a	3
Percent of Schools Currently in Program Improvement	n/a	60.0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The professional development calendar for the 2007-08 school year focused on providing training on the implementation of a "new" model of ELD delivery and the implementation of effective strategies to maximize the effectiveness of the newly acquired supplemental ELD materials. This ongoing professional development was provided by an outside consultant.