

Waterloo Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

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 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Waterloo Middle School
Street	7007 Pezzi Rd.
City, State, Zip	Stockton, CA. 95215
Phone Number	(209) 931-0818
Principal	Shannon Roberson
E-mail Address	sroberson@sjcoe.net
Web Site	https://waterloo.lindenUSD.com/
CDS Code	39685776041990

District Contact Information	
District Name	Linden Unified School District
Phone Number	(209) 887-3894
Superintendent	Rick Hall
E-mail Address	rihall@sjcoe.net
Web Site	https://www.lindenUSD.com/

School Description and Mission Statement (School Year 2018-19)

Waterloo Middle School is in the Linden Unified School District; a medium-sized rural district, in the Eastern agricultural belt of San Joaquin County, serving approximately 2,300 students in grades K-12. Waterloo Middle School is a fifth grade through eighth grade middle school with an enrollment of 411 students. The Waterloo staff consists of 19 credentialed classroom teachers, 1 computer lab instructor/librarian, 7 Resource and English Language Learner instructional aides, 2 school secretaries, 3 maintenance/custodians, and 1 site administrator. Waterloo Middle School offers an after school, extended learning program, which is funded by a state grant. A homework club is also offered three days a week after school to support all students' instructional needs.

Waterloo Middle School is currently operating as a Title 1 school. Students come from diverse home situations including but not limited to: homeless, foster youth, mobile home parks, single family homes, and farm worker housing. 57% of the student population is eligible to receive free and reduced-price lunch.

The diverse student enrollment at Waterloo is made up of 59% Hispanic, 38% White, 2% American Indian/Alaskan Native, .25% Asian, and .04% Multiple/No response. 23% of the student population has been identified as English Learners. Spanish is the home language of the majority of the students identified as English Learners.

Our Parent Teacher Club is active year round and has made a significant impact, improving the education of our students, both in the classroom and on the playground. Parent's volunteer on a weekly basis and host student and family events during the academic year. The vision of the Waterloo School Community is to provide an environment characterized by high academic standards, a positive attitude, respect for diversity and a belief that each person is valued as a unique individual. Students are supported in this environment by family, staff and community involvement. Students, family and staff will be stimulated to learn through a wide variety of activities and strategies that address the needs of all learners. Students will be instilled with self discipline and a positive attitude toward lifelong learning. Students will graduate feeling empowered to reach their full potential as responsible, well rounded members of society.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 5	94
Grade 6	90
Grade 7	131
Grade 8	106
Total Enrollment	421

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	.3
Asian	.5
Filipino	.3
Hispanic or Latino	38.
Native Hawaiian or Pacific Islander	0.0
White	36
Two or More Races	21
Socioeconomically Disadvantaged	51
English Learners	22
Students with Disabilities	10
Foster Youth	0.5

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14	14	14	
Without Full Credential	5	5	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, Benchmarks (Adopted 2016/17) McGraw Hill, Study Sync (Adopted 2016/17)	Yes	0
Mathematics	Mc Graw Hill Publishing: Everyday Math, 2016 (K-5, adopted 2014-2015); California Math, 2016 (6-8, adopted 2014-2015)	Yes	0
Science	MacMillan/McGraw, Science for Grade K-5(Adopted 4/18/2007)Pearson-Prentice Hall, Science for Grade 6-8(Adopted 4/18/2007)	Yes	0
History-Social Science	Houghton Mifflin; History Social Science, 2006 K- 5(Adopted 3/21/2006)Holt, California Social Studies, 20066-8 (Adopted 3/21/2006)	Yes	0
Health	Glencoe Health 6-12 (Adopted 2005) Teen Talk (Adopted 2017)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 08/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/17/2018	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	39.0	42.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	32.0	31.0	32.0	37.0	38.0

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	419	99.29	39.47
Male	219	219	100.00	31.19
Female	203	200	98.52	48.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	248	247	99.60	31.30
White	161	159	98.76	52.20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	244	99.59	31.28
English Learners	172	171	99.42	22.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	62	62	100.00	14.52
Students Receiving Migrant Education Services	21	21	100.00	15.00
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	419	99.29	31.58
Male	219	219	100	26.03
Female	203	200	98.52	37.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	248	247	99.6	22.76
White	161	159	98.76	45.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	244	99.59	23.05
English Learners	172	171	99.42	16.47
Students with Disabilities	62	62	100	12.9
Students Receiving Migrant Education Services	21	21	100	20
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.6	27.0	15.7
7	12.6	26.8	40.2

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.

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 2018-19)

In addition to parental involvement in the Parent Teacher Club, School Site Council and ELAC; parents are involved in a wide variety of activities including operating our Snack Shack, volunteering in the “Valley Days” program, chaperoning field trips, judging student competitions, attending and volunteering at academic enrichment activities, volunteering in the classroom, after school club, and coaching Youth Sports. Parents and community members are also welcomed at our Back to School Night, Open House, Honor Roll assemblies, school wide events, and student performances. The PTC holds two major fundraisers yearly the Color Run and Crabfeed to support classroom projects, fieldtrips and school improvements.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.0	4.8	8.8	6.1	4.5	5.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Waterloo school has a well developed School Safety Plan that is reviewed and updated annually. As a staff we review all safety procedures and update the supplies and information in the safety binders at the beginning of the school year. Staff and students participate in simulated drills of all the action plans in the School Safety Plan. Students are closely supervised by staff before, during and after school. The site is well maintained and safety concerns are reported to the office and are addressed by the district maintenance crew, site custodians and/or the site administration. The Morada Fire Department does a yearly evaluation our of facility to make sure that we are in compliance with fire safety guidelines.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics								24.0	4	4	1	
Science	28.0		6		29.0		5	1	33.0		4	3
Social Science	26.0		6		26.0		6		30.0		6	1

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.40	416
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5530.39	1138.33	4392.06	63616.54
District	N/A	N/A	3568.78	\$65,882
Percent Difference: School Site and District	N/A	N/A	20.7	-7.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-39.8	-9.1

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 (Fiscal Year 2017-18)

Learning Center, Band and Choir, Bilingual Aides, Speech and Language programs, Music Instruction, Library/Computer Lab Services, After School Adventures, Scholastic READ 180, AVID elective classes for 7th and 8th grade, tutoring provided by teachers, and afterschool tutoring provided by teachers for students in 5th through 8th grade.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,391	\$45,681
Mid-Range Teacher Salary	\$65,365	\$70,601
Highest Teacher Salary	\$82,863	\$89,337
Average Principal Salary (Elementary)	\$98,095	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$106,803	\$124,876
Superintendent Salary	\$141,566	\$182,466
Percent of Budget for Teacher Salaries	33.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

During the 2016-2017 school year, Linden Unified School District offered professional development training opportunities to K-12 and classified staff, which focused on specific interests, as well as trainings that addressed district-wide programs and targeted student interventions. Trainings included; Read 180/System 44, AVID, AERIES, Common Core, Google Apps for Education, Integrating Technology, PBIS, Special Education training in the area of Autism and CPR/First Aid. LUSD provided release time for teachers to attend PD trainings during school hours and offered after school trainings to support and meet the needs of all staff. During the 2016-2017 school year and through the 2017 school year, Linden Unified will focus on the major shifts to the Common Core State Standards (CCSS) and Next Generation Science Standards. Continuing in the 2016-2017 year, the district will concentrate its efforts on the newly adopted district language arts and math curriculum. LUSD has increased the number of computer devices in the district and training will continue to focus on integrating technology into lessons. Linden Unified District will focus on Common Core math shifts and provide professional development for the newly adopted math curriculum. LUSD has teamed up with the County Office of Education to provide math coaching. Teachers will be provided a substitute for release days. LUSD was able to provide three professional development days for the 2016-2017 school year. Our district continues to focus on the major shifts in Common Core State Standards. The morning sessions concentrated on professional development for the newly adopted math curriculum, google apps for education and teacher collaboration. Science teachers have been given opportunities to be trained on the Next Generation Science Standards and ELD standards. Teachers are also given time to collaborate and grade level teams.

During 2017-2018 school year, the district Professional Development for teachers has focused on Next Generation Science Standards. There are three full training days with county guided science experts. Teachers then work in grade level groupings to further prepare the science materials for classroom instruction. In addition, many of the early release Wednesdays during the school year have also been devoted to continued training with the NGSS. The district has also established a Science Cadre in which designated grade level teachers (voluntary) were trained to assist their grade level in deeper understanding of NGSS and their implementation. Also, during the summer preceding this school year, the district invited teachers to meet by grade level with a trainer from the publisher of our new math curriculum. The purpose of the week long session was to create a usable, consistent pacing guide for mathematics instruction by grade level.

The district has also hired two instructional coaches. One is focused on ELA and ELD instructional strategies while the other is focused on mathematics instruction and utilizing technology in the classroom. They are functioning to do district or site training as well as working with individual teachers in the classroom. These coaches are funded through Title I categorical funds.

Instructional aides are provided training both from outside sources (usually county office of education opportunities) as well as individual one-on-one training to be sure they possess skills and strategies for teaching literacy. Custodial and Maintenance staff have received a full day of training in strategies related to their positions. The secretarial staff receives annual training in areas affecting the current legal requirements they must know to perform their jobs accurately.

At Waterloo, additional training opportunities for teachers and aides outside of the regular school day are available on occasion. Some of this training includes English Language Development, SBAC Assessment training, Technology, AVID, NGSS, etc. During site PD days, the staff is learning a variety of student engagement strategies this school year.

Professional Development for the 2018-2019 school year has focused on Student Engagement, Learning Objectives, Content Area Writing, and Questioning Techniques. Our district wide early release collaboration days have focused upon building Instructional Norms around the areas of student engagement, content writing, learning objectives, and questioning techniques. The teachers continue to build their capacity on integrateing technology into the classroom by attending Google Summits. NGSS collaboration among staff continued with building content knowledge utilizing support from the County Office of Education and curriculum adoption in regards to NGSS curriculum.