

Waterloo Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	waterloo.ca.lum.schoolinsites.com/
CDS Code	39685776041990

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

School Description and Mission Statement (School Year 2016-17)

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 371 students. The Waterloo staff consists of 17 credentialed classroom teachers, 1 computer lab instructor/librarian, 6 resource and English Language Learner instructional aides, 2 school secretaries and 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: foster youth, mobile home parks, single family homes, and farm worker housing. 59% of the student population is eligible to receive free and reduced-price lunch. The diverse student enrollment at Waterloo is made up of 46% Hispanic, 35% White, 3% American Indian/Alaskan Native, .03% Asian, and 16% Multiple. 21% 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.

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 2015-16)

Grade Level	Number of Students
Grade 5	102
Grade 6	93
Grade 7	80
Grade 8	85
Total Enrollment	360

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.9
Asian	1.1
Filipino	0
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0
White	39.7
Two or More Races	0.6
Socioeconomically Disadvantaged	59.7
English Learners	22.5
Students with Disabilities	10.3
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	12	14	
Without Full Credential	1	2	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.2	6.8
All Schools in District	95.3	4.7
High-Poverty Schools in District	95.3	4.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/04/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some ceiling tiles and floor tiles need to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/04/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	41	36	43	44	48
Mathematics	15	25	19	30	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	106	106	100.0	43.4
	6	91	90	98.9	35.6
	7	82	82	100.0	42.7
	8	93	91	97.8	40.7
Male	5	60	60	100.0	40.0
	6	55	54	98.2	31.5
	7	42	42	100.0	35.7
	8	49	48	98.0	37.5
Female	5	46	46	100.0	47.8
	6	36	36	100.0	41.7
	7	40	40	100.0	50.0
	8	44	43	97.7	44.2
Black or African American	8	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	5	54	54	100.0	25.9
	6	55	54	98.2	29.6
	7	51	51	100.0	27.4
	8	49	49	100.0	24.5
White	5	48	48	100.0	62.5
	6	31	31	100.0	38.7
	7	29	29	100.0	69.0
	8	39	37	94.9	59.5
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	5	63	63	100.0	30.2
	6	57	56	98.3	30.4
	7	49	49	100.0	24.5
	8	58	57	98.3	28.1
English Learners	5	23	23	100.0	
	6	19	18	94.7	
	7	16	16	100.0	
	8	12	12	100.0	
Students with Disabilities	5	11	11	100.0	27.3
	6	12	11	91.7	9.1
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	106	106	100.0	34.9
	6	91	90	98.9	23.3
	7	82	82	100.0	19.5
	8	93	91	97.8	20.9
Male	5	60	60	100.0	30.0
	6	55	54	98.2	20.4
	7	42	42	100.0	23.8
	8	49	48	98.0	20.8
Female	5	46	46	100.0	41.3
	6	36	36	100.0	27.8
	7	40	40	100.0	15.0
	8	44	43	97.7	20.9
Black or African American	8	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	5	54	54	100.0	22.2
	6	55	54	98.2	16.7
	7	51	51	100.0	9.8
	8	49	49	100.0	18.4
White	5	48	48	100.0	50.0
	6	31	31	100.0	32.3
	7	29	29	100.0	34.5
	8	39	37	94.9	24.3
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	5	63	63	100.0	23.8
	6	57	56	98.3	12.5
	7	49	49	100.0	8.2
	8	58	57	98.3	19.3
English Learners	5	23	23	100.0	13.0
	6	19	18	94.7	
	7	16	16	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	12	12	100.0	8.3
Students with Disabilities	5	11	11	100.0	27.3
	6	12	11	91.7	
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	53	57	57	49	50	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	199	195	98.0	56.9
Male	109	106	97.3	56.6
Female	90	89	98.9	57.3
Hispanic or Latino	103	103	100.0	49.5
White	87	83	95.4	66.3
Socioeconomically Disadvantaged	121	120	99.2	49.2
English Learners	35	35	100.0	20.0
Students with Disabilities	19	17	89.5	17.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.3	24.2	5.1
7	17.5	15	32.5

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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, and student performances.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.8	11.6	10.0	5.0	6.7	6.1	4.4	3.8	3.7
Expulsions	0.0	0.8	0.0	0.0	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	23	1	3									
Science	33		2	4	30	2	1	3	30	2	1	3
Social Science	29	2	1	3	33		1	4	33		1	4

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.40	372
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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5818	1797	3889	\$63,006
District	N/A	N/A	3885	\$65,134
Percent Difference: School Site and District	N/A	N/A	0.1	-3.3
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-31.5	-6.4

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

Types of Services Funded (Fiscal Year 2015-16)

Learning Center, Band and Choir, Bilingual Aides, Speech and Language programs, Music Instruction, Library/Computer Lab Services, After School Adventures, Scholastic READ 180, tutoring provided by teachers, peer tutoring for 7th and 8th grade.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,761	\$42,063
Mid-Range Teacher Salary	\$62,851	\$64,823
Highest Teacher Salary	\$79,676	\$84,821
Average Principal Salary (Elementary)	\$82,389	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$94,244	\$115,589
Superintendent Salary	\$135,675	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	7%	6%

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 2011-2012 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, Daily 5, English 3D, AVID, AERIES, Study Island, Accelerated Reader, Common Core, Special Education training in the area of Autism and technology training. 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 2013-2014 school year and through the 2016 school year, Linden Unified will focus on the major shifts to the Common Core State Standards (CCSS). During the 2013-2014 year, the district will concentrate its efforts on informational writing and math. LUSD has teamed up with Great Valley Writing to provide after school training to staff on the informational writing shifts for K-8 teachers. High school teachers will be provided training on informational writing through two, half day release times and through after school training. Linden Unified District will focus on Common Core math shifts and provide training in the areas of Mathematical Practices 1 and 3. LUSD has teamed up with the UC Math Project to provide four days of training, during the school day for K-12 teachers. Teachers will be provided a substitute for release days. LUSD was able to provide three professional development days for the 2014-2015 school year. Our district continues to focus on the major shifts in Common Core Stat Standards. The morning sessions concentrated on English Language Arts; providing close reading strategies in September, as overview of the English Development Standards in October and finishing up with Text Complexity for our third day. In the afternoon, a series of workshops were offered on Google Docs and bullying. Staff presented key learning from professional development they attended and have implemented in their own classrooms. Secondary math teachers are receiving training on their new materials and how the frameworks recommends teaching the content. Science teachers have been trained on the Next Generation Science Standards. Elementary staff have received some coaching in math and English Language Arts.