Waterloo Middle School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	sroberson@lindenusd.com
Website	https://waterloo.lindenusd.com/
County-District-School (CDS) Code	39685776041990

Entity	Contact Information
District Name	Linden Unified School District
Phone Number	(209) 887-3894
Superintendent	Rick Hall
Email Address	lindensuperintendent@lindenusd.com
Website	https://www.lindenusd.com/

School Description and Mission Statement (School Year 2019-20)

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 364 students. The Waterloo staff consists of 17 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. Three days a week there is also a targeted language acquisition class for our ELL population.

Waterloo Middle School is currently operating as a Title 1 school. Students come from diverse home situations including but not limited to: migrant, mobile home parks, single family homes, and farm worker housing.
56.8% of the student population is eligible to receive free and reduced-price lunch.

The diverse student enrollment at Waterloo is made up of 58.8% Hispanic, 37.7% White, and other ethnicities. 18.6% 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. PTC meets monthly and meetings are well attended by parents and school staff. Parent's volunteer on a weekly basis and host student and family events during the academic year. We also have an English Language Advisory Committee that meets during the school year, so that all stack holders have a voice in decisions made in our school community.

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 2018-19)

Grade Level	Number of Students
Grade 5	84
Grade 6	97
Grade 7	97
Grade 8	125
Total Enrollment	403

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	2.2
Filipino	0.2
Hispanic or Latino	58.8
White	37.7
Two or More Races	0.7
Socioeconomically Disadvantaged	56.8
English Learners	18.6
Students with Disabilities	13.6
Foster Youth	0.7
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14	13	102
Without Full Credential	5	5	4	13
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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); Calfornia 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

Year and month of the most recent FIT report: 09/16/2019

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	37	42	40	50	50
Mathematics (grades 3-8 and 11)	32	33	32	32	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	405	400	98.77	1.23	36.50
Male	209	207	99.04	0.96	26.09
Female	196	193	98.47	1.53	47.67
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	232	98.31	1.69	25.43
Native Hawaiian or Pacific Islander					
White	155	155	100.00	0.00	51.61
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	235	231	98.30	1.70	24.68
English Learners	151	147	97.35	2.65	23.13
Students with Disabilities	57	56	98.25	1.75	14.29
Students Receiving Migrant Education Services	19	18	94.74	5.26	27.78
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	405	402	99.26	0.74	32.59
Male	209	209	100.00	0.00	27.27
Female	196	193	98.47	1.53	38.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	234	99.15	0.85	23.08
Native Hawaiian or Pacific Islander					
White	155	155	100.00	0.00	46.45
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	235	233	99.15	0.85	21.46
English Learners	151	149	98.68	1.32	18.79
Students with Disabilities	57	56	98.25	1.75	17.86
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53
Foster Youth	--	--	--	--	--
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.9	24.1	22.8
7	23.5	20.4	12.2

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.

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)

In addition to parental involvement in the Parent Teacher Club (PTC), 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.8	8.8	12.9	4.5	5.7	6.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.3	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English									9	1		
Mathematics					24	4	4	1	23	4	5	
Science	29		5	1	33		4	3	32		3	4
Social Science	26		6		30		6	1	31		6	1

*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5773.30	1236.31	4496.99	63616.54
District	N/A	N/A	5772.43	$69,553.00
Percent Difference - School Site and District	N/A	N/A	-24.8	-8.9
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-50.1	-13.7

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 2018-19)

The following educational programs and supports are provided at Waterloo Elementary School; Band and Choir, Bilingual Aides, Speech and Language programs, Music Instruction, Library/Computer Lab Services, Extended Learning Program (ELP), Scholastic READ 180, AVID elective classes for 7th and 8th grade, tutoring provided by teachers, afterschool tutoring provided by teachers for students in 5th through 8th grade, small group academic support for targeted students, Accelerated Reader for all students, 1:1 chromebooks for all students, counseling, and a differentiated block incorporated into the daily schedule.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,537	$46,208
Mid-Range Teacher Salary	$68,674	$72,218
Highest Teacher Salary	$87,058	$92,742
Average Principal Salary (Elementary)	$101,876	$134,864
Average Principal Salary (Middle)	$0	$118,220
Average Principal Salary (High)	$112,076	$127,356
Superintendent Salary	$141,566	$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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

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.

Professional Development for the 2019-2020 school year in Linden Unified School District has focused on Student Engagement, Learning Objectives, Content Area Writing, and Questioning Techniques. Our district wide early release collaboration has focused on data development and utilizing data for student success. Teachers are also given time to collaborate with grade level teams.The district has two educational coaches that foster professional development monthly in teacher driven areas and support District wide initiatives. LUSD was able to provide four full professional development days for the 2019-2020 school year. Professional development days have focused on school safety and student wellness. Teachers have been provided release time to collaborate with grade level peers, counselors, and disrict admin to focus on student in MTSS conferences that are being held 3 times a year. Science teachers have been given opportunities to be trained on the Next Generation Science Standards and to work with publishers to pilot new science curriculum. LUSD has provided 1:1 devices for 7th-12th grade students and K-6th computers are available in the classroom for all students to use. Each school site is also given autonomy to pursue professional development specific to individual site needs.