

# Waterford Junior High 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
<b>School Name</b>	Waterford Junior High School
<b>Street</b>	12916 Bentley St.
<b>City, State, Zip</b>	Waterford, CA 95386
<b>Phone Number</b>	(209) 874-2382
<b>Principal</b>	Yvette Hall
<b>Email Address</b>	yhall@waterford.k12.ca.us
<b>Website</b>	<a href="http://www.waterford.k12.ca.us/o/waterford-junior-high">http://www.waterford.k12.ca.us/o/waterford-junior-high</a>
<b>County-District-School (CDS) Code</b>	50755726053219

Entity	Contact Information
District Name	Waterford Unified School District
Phone Number	209-874-1809
Superintendent	Dr. Don Davis
Email Address	dondavis@waterford.k12.ca.us
Website	www.waterford.k12.ca.us

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

Mission Statement: At Waterford Junior High School, our mission is to foster a growth mindset in students by cultivating an environment that support students academically and emotionally through high quality instruction, high levels of learning, professional interactions, productive experiences, and opportunities to contribute positively to society. The entire staff at Waterford Junior High School believes that each child is unique and deserving of a rich educational environment. We are proud to offer a variety of programs to enhance student's educational experience. We are also proud to offer several sports programs including soccer, volleyball, boys' basketball, girls' basketball and track.

We believe it is important for Junior High School students to stay involved in school activities and groups to receive support, have positive role models, and set personal goals. We strive to teach students that Tiger Pride reflects high academic achievement and school involvement for the betterment of our community.

During the 2018-19 school year, we began promoting that students, "Be Positive, Be Productive, and Be Professional." These behavior expectations are modeled and posted throughout the school and students are rewarded for displaying and following these behavior expectations.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	127
Grade 8	132
Total Enrollment	259

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	1.2
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.4
White	31.3
Two or More Races	0.8
Socioeconomically Disadvantaged	84.9
English Learners	22.8
Students with Disabilities	15.8
Homeless	0.4

## 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	13	11	11	78
Without Full Credential	0	2	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	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: May 2019

Curriculum needs were assessed early in the school year and it was determine that Go Math needed to be piloted to address the needs to students with special needs. In May of 2018, the District conducted a needs assessment and inventory to ensure all instructional materials were ordered for the next school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections 2017 7th & 8th grade Read 180 2015 7th & 8th grade System 44 2015	Yes	0%
Mathematics	7th & 8th grade Go Math 2019	Yes	0%
Science	7th grade Amplify Life Science 2018 8th grade Amplify Physical Science 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	7th grade Medieval & Early Modern Times 2006 8th grade The American Journey (To World War I) 2006	Yes	0%
<b>Health</b>	7th grade Project Alert 2014 & Positive Prevention Plus 2019	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our main building was dedicated in 1946. We have some portables. We painted the school in 2002. At the beginning of the 2009–2010 school year, we remodeled our library to accommodate a computer lab. All of our buildings and portables have airconditioning and heating. In 2010, we installed new carpet in several classrooms and repaved the blacktop. The main hallways have new flooring, and in the summer of 2010 the roof of the main building was redone. During the summer of 2018, the cafeteria was improved by new windows, paint, and LED lighting to create a more inviting space. Our wonderful custodial staff cleans classrooms and rest rooms daily, and our grounds crew maintains a high degree of cleanliness outside.

### 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:** August 9, 2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 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)	53	50	46	47	50	50
Mathematics (grades 3-8 and 11)	23	25	27	24	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	242	240	99.17	0.83	49.58
Male	117	115	98.29	1.71	39.13
Female	125	125	100.00	0.00	59.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	157	156	99.36	0.64	44.87
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	74	73	98.65	1.35	61.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	205	204	99.51	0.49	45.59
English Learners	92	91	98.91	1.09	30.77
Students with Disabilities	35	35	100.00	0.00	8.57
Students Receiving Migrant Education Services	19	19	100.00	0.00	42.11
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	241	237	98.34	1.66	25.22
Male	117	114	97.44	2.56	19.44
Female	124	123	99.19	0.81	30.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	156	153	98.08	1.92	19.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	73	98.65	1.35	38.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	205	202	98.54	1.46	23.56
English Learners	92	89	96.74	3.26	11.63
Students with Disabilities	35	35	100.00	0.00	4.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	19	19	100.00	0.00	33.33
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
7	20.8	19.2	21.7

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)

Parents can volunteer at our school to assist teachers, chaperone special events or field trips, help in our library, or help with fund-raising. Parents can become involved in school decisions making by serving on our School Site Council or English Language Advisory Committee. Hispanic parents are encouraged to participate in the site level English Language Advisory Council (ELAC) and the District-Wide English Language Advisory Council (DELAC). Community members interested in becoming involved should contact our administrative offices at (209) 874-2382. We currently have two parents serving on the School Site Council.

### 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	12.2	14.6	22.0	3.1	2.9	3.7	3.6	3.5	3.5
Expulsions	1.1	0.7	0.7	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety is very important to us at Waterford Junior High School. Our teachers, administrators, staff, and resource officer monitor school grounds continually throughout the day and before and after school. We maintain a closed campus and keep the gates locked throughout the day, requiring visitors to sign in at our office. Waterford Junior High School staff uses a guest-pass system to identify all visitors to our campus. Our Behavior Prevention Support Assistant and school counselor teach students how to mediate conflicts with their peers in a positive manner. We hold regular fire, earthquake, and lockdown drills. Staff members have ready access to first aid kits in case of any emergency. We also hold yearly Emergency Drill Assemblies with the entire student body to explain the purpose of Safety Drills as well as behavioral expectations during such drills.

To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, all schools are utilizing a check-in system that requires each visitor to have proper identification and declare the visitor's destination on campus. The RAPTOR system also checks all visitors for individuals who are on the online system for Megan's Law.



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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	23	7	6	2	33	3	4	4	39	1	4	3
Mathematics	25	3	8		29	2	3	2	33	1	3	2
Science	26	3	6	1	43	2		4	43	1	2	3
Social Science	26	3	4	3	52	1		4	44	2	1	3

\*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*	259.0

\*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

### 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	\$11,342.09	\$607.74	\$471.79	\$79,170.45
District	N/A	N/A	\$7,251.10	\$77,155.00
Percent Difference - School Site and District	N/A	N/A	-175.6	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-176.3	8.2

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)

We receive a federal grant through our ASES Program for our afterschool program. We use supplemental funds for support materials, instructional aides, computers, paper, and classroom supplies. During the 2018-19 school year, students continued to be identified through our Multi-tiered System Support Team to participate in a lunch time homework/extra help completion period which is staffed by credentialed teachers and supplementally funded.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,012	\$46,208
Mid-Range Teacher Salary	\$75,122	\$72,218
Highest Teacher Salary	\$96,328	\$92,742
Average Principal Salary (Elementary)	\$115,182	\$134,864
Average Principal Salary (Middle)	\$111,440	\$118,220
Average Principal Salary (High)	\$123,638	\$127,356
Superintendent Salary	\$179,093	\$186,823
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	6%	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	3	4	4

2016-17 school year: Professional development was provided by the district, (under contract with the Stanislaus County Office of Education) in Reading and Writing skills. This provided a starting point for teachers as they moved their students into the development of close reading skills. Mr. Frank Smith returned to the campus for following up development of teacher skills. All of our teachers received professional development in the creation of videos as well as their editing to assist them in providing support to students using these materials. Our staff developed Focus Questions which served as points of discussion in professional development training at the site level. Teachers were provided with 3 complete days of professional development and follow up was provided during principal "walk throughs". 2017-18 school year: After analyzing student achievement data, a school wide focus on the Reading Standard, R.2 (central idea, key ideas and details, summarizing) was formed. Consequently, professional development centered on topics to support students' achievement of the R. 2 Reading Standard. All teachers attended off-site professional development with Dr. Kate Kinsella (academic discussions), as well as on-site staff development by a literacy coach and the site principal regarding teaching vocabulary in context (Word Detective). Lastly, 3 teachers and the principal attended the Professional Learning Community Summit in Phoenix, Arizona, in order to learn the tenets of PLCs to bring back to the staff. In March 2018, the entire staff participated in staff development regarding the PLC tenets (cycle of continuous improvement). 2018-19 school year: Two teachers, the counselor, and the Behavior Prevention Support Assistant attended training regarding students experiencing trauma, by Kristin Sayers, in Fresno, Ca. Additional staff development for teaching close reading, as well as PLC training is planned for Spring 2019. 2019-20 school year: At the beginning of the 2019-20 school year, all teachers received additional training centered on strategies for teaching the R.2 Reading standard, as data analysis suggests that a focus on R.2 Reading standard should continue.

In November 2019, 5 teachers and the principal attended a Professional Learning Community Institute in San Diego to learn the PLC tenets and increase the number of staff trained in the PLC process (cycle of continuous improvement). In addition, all teachers participated in one full day of Fred Jones' Tools for Teaching Training in January 2020. Finally, all staff received a full day of training centered on Roadmap to Responsibility: Give 'Em Five, a framework for helping students take responsibility for the actions in order to mitigate misbehavior and learned helplessness. Follow up to all professional development includes students providing and discussing samples of student work (R.2 Focus Standard), analysis of R.2 common formative assessment data, and principal walkthroughs (feedback regarding instruction and instructional agreements) is provided.