William Sheppard Middle School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

William Sheppard Middle

Contact Information (School Year 2014-15)

480 Rough and Ready Rd.

San Jose, CA 95133-2422

(408) 928-8800

Principal:	Jackie Montejano, Principal
Contact E-mail Address:	jackie.motejano@arusd.org
County-District-School (CDS) Code:	43693696046338

Alum Rock Union Elementary

Contact Information (School Year 2014-15)

(408) 928-6800

www.arusd.org

Superintendent:	Hilaria Bauer
Contact E-mail Address:	hilaria.bauer@arusd.org

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Contact Information - Most Recent Year

School Name	William Sheppard Middle
Street	480 Rough and Ready Rd.
City, State, Zip	San Jose, CA 95133-2422
Phone Number	(408) 928-8800
Principal	Jackie Montejano, Principal
E-mail Address	jackie.motejano@arusd.org
Web Site	http://www.arusd.org
County-District-School (CDS) Code	43693696046338

School Description and Mission Statement- Most Recent Year

On behalf of the staff and administration, I want to welcome our new and returning students and families to Sheppard Middle School. We celebrate our Sheppard long standing traditions as we innovate and now offer two smaller academies; AVID & ATLAS. Both academies offer exceptional learning opportunities. The AVID approach focuses on the acceleration of student practices to consistently approach learning with tools and strategies that are research based and proven. The ATLAS approach focuses on student learning through thematic units and service learning projects. Both academies participate in content based field trips and host a variety of evening community events.

Our committed and dedicated staff works hard to make certain that every student reaches his or her full potential. Teachers attend professional development throughout the year and regularly assess progress toward school goals through instructional leadership and data analysis.   Sheppard would not be the school that it is without the tremendous support of teachers, parents, and community.

I encourage all parents and guardians to get involved in their students' education by volunteering at the school, attending school events throughout the year such as parent cafes, parent-teacher conferences, and other community events.

In the classroom and beyond, the students and adults who comprise the Sheppard Middle School community make it an exceptional place in which to learn and teach. I invite you to visit our school, explore our website, or call us at (408) 928-8800 to learn more about our school and the spirit and pride of the Sheppard Trojans!

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	247
Grade 7	228
Grade 8	236
Total Enrollment	711

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	27.4
Filipino	10.1
Hispanic or Latino	57.5
Native Hawaiian/Pacific Islander	0.7
White	1.7
Two or More Races	0.3
Socioeconomically Disadvantaged	87.6
English Learners	25
Students with Disabilities	12.8

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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	32	32	27	518
Without Full Credential		0	2	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.25	0.75
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2	2	0%
Mathematics	4	4	0%
Science	6	6	0%
History-Social Science	8	8	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	14	0%

School Facility Conditions and Planned Improvements - Most Recent Year

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.
Sheppard School was built in 1962.   School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate the school's buildings. Needed repairs and maintenance projects are completed in a timely manner.
School facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program.
The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.
Although Sheppard's main school campus was constructed in 1962, portable buildings have been added to accommodate the growing school population and diverse program needs. During the 2007-2008 school year, local Measure G funds and state-matching funds were used to renovate existing facilities.   Major projects for the past years included painting, heating, flooring, striping, roofing and renovation of boys and girls locker rooms and the boys and girls restrooms in the south end of the campus.
In June of 2012, through the collaborative work between the District and City of San Jose, Sheppard was the first school in the Alum Rock Union School District to have an all-weather track, football, and soccer field that the school and community have been actively using to promote health, exercise, and school and community events.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	No apparent problems.
Interior: Interior Surfaces	✔	—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✔	—	—	No apparent problems.
Electrical: Electrical	✔	—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/Fountains	✔	—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials	✔	—	—	No apparent problems.
Structural: Structural Damage, Roofs	✔	—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53%	45%	59%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	59%
Male	62%
Female	56%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	73%
Filipino	55%
Hispanic or Latino	50%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	58%
English Learners	29%
Students with Disabilities	45%
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	57%	48%	48%	52%	50%	54%	56%	55%
Mathematics	39%	39%	39%	57%	58%	58%	49%	50%	50%
History-Social Science	50%	47%	34%	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	4	3
Similar Schools	4	6	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-31	17	-27
Black or African American			
American Indian or Alaska Native			
Asian	-30	9	-18
Filipino			
Hispanic or Latino	-18	24	-32
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-11	17	-38
English Learners	-48	31	-53
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	20.2%	18.9%	29.4%
9	N/A	N/A	N/A

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 – Most Recent Year

William L. Sheppard Middle School values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Sheppard maintains a system of open communication and employs a variety of techniques to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but also pertinent school information, including results of the school evaluation process, school data, and school programs are posted on our school's website.

Because parent and community participation is essential to student achievement, Sheppard Middle School provides a number of parent and community involvement opportunities such as, but not limited to, Back-to-School Nights, parent teacher conferences, and math/literacy nights. Parent Cafes are held two times a month. The school has an active School Site Council that meets once a month. In addition, school beautification days allow staff, parents and students to come together to improve Sheppard facilities through cleaning and landscaping projects.

Parents are informed of school activities through an automated phone system called Parent Link and parents have access to the Home Access Center (HAC) online which informs them of their child's grades, absences and behavior. Parents can obtain their username and password by contacting the school administrative assistant at 408-928-8800.

Parents who wish to volunteer at Sheppard Middle School are encouraged to contact our main office at 408-928-8800.

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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	0.1	8.8	5.1	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0.1	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

Sheppard Middle School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals determined by the students, staff, and parents. The School Safety Plan and drill procedures are reviewed during the year with all staff.   Safety alerts are shared with all staff as needed throughout the school year.

The Sheppard School Safety Committee updates the plan before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The revised plan was last approved in February 2014. The School Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and an intervention policy.

The Safety Plan is revised and approved annually. In addition, there is before and after school supervision as well as coverage during brunch and lunch time. A school resource officer is on campus Monday through Friday. All visitors must report to the main office upon arrival in order to maintain the safety of our campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.3	10	10	14	23	15	24	4	24	12	13	11
Mathematics	25.3	6	10	4	23	8	11	3	23	7	8	5
Science	30.2	2	8	7	29	3	3	11	27	3	9	5
Social Science	30.2	2	8	7	29	3	5	9	27	4	7	6

* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$6,322	$2,473	$3,849	$70,651
District	N/A	N/A	N/A	$68,814
Percent Difference – School Site and District	N/A	N/A	N/A	2.67
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	-17.93	-0.19

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

Types of Services Funded (Fiscal Year 2013-14)

Sheppard Middle School provides the following categorical funded services to enable under-performing students to meet academic standards:
• Implementation of intervention programs during school and after school focus on the needs of at-risk and underperforming students.
• Intervention classes are scheduled for at-risk students scoring below proficiency levels in language arts and math during the advisory period.
• Economic Impact Aid and Title III funds are used to fund school needs such as, but not limited to, professional development, assessments, technology, necessary school materials to enhance teaching and learning in the classroom, and off campus educational experiences for students.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,567	$41,507
Mid-Range Teacher Salary	$72,497	$67,890
Highest Teacher Salary	$84,619	$86,174
Average Principal Salary (Elementary)	$107,361	$109,131
Average Principal Salary (Middle)	$112,730	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$204,900	$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	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.

Staff Development goals are developed by the Leadership Team with whole staff input. Those goals begin with analysis of student achievement data and a comprehensive plan to increase student achievement. Both outside experts and internal resources are used to train teachers in targets areas. Areas targeted for 2005/2006 include: Effective Instructional Strategies for English Learners, Team Building, United Streaming as a Supplement to the Core Curriculum, Step Up to Writing, Academic Vocabulary in Content Classes, and Strategies for Mainstreaming Special Education Students. Teachers receive AB466 training with yearly updates. Administrators are AB75 trained and also attend the New Administrators Institute. In addition to staff development both teachers and administrators attend various conferences and workshops designed to increase their knowledge base.