

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



William Sheppard Middle

Address: 480 Rough and Ready Rd. San Jose, CA 95133-2422

Principal: Jacqueline Montejano, Principal

Phone: (408) 928-8800

Email: jackie.montejano@arUSD.org

Web Site:

CDS Code: 43693696046338



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

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 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 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, 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.

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: Jacqueline Montejano, Principal
 E-mail Address: jackie.montejano@arUSD.org
 Web Site:
 County-District-School
 (CDS) Code: 43693696046338

School Description and Mission Statement – Most Recent Year

Sheppard Middle School is a College and Career Preparation Middle School. While maintaining its long standing traditions, Sheppard has transformed to meet the needs of community and proudly offers two smaller Academies: AVID and Atlas with-in Sheppard. Both Academies have distinct approaches to teaching and learning. The AVID approach focuses on the acceleration of student performance through practices of consistent application of learning tools and strategies that are research based and proven. The ATLAS approach focuses on student learning through thematic units and project based service learning. Both academies participate in content based field trips and host a variety of evening community events.

VISION: Sheppard Middle School (Atlas Academy, AVID Academy, Citizen Schools and Community) works collaboratively to ensure that all students aspire and achieve at optimal levels:empowering them for success in High School.

MISSION: 1. To engage students in 21st century, innovative learning experience, and meaningful work, through diverse approaches:Atlas and AVID Academies 2. To engage the entire community in collaboration to assure academic achievement of all students. 3. To empower, value, and respect all stakeholders in a professional learning environment that builds pride, self efficacy, and determination.

Please 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 2014-15)

Grade Level	Number of Students
Grade 6	257
Grade 7	244
Grade 8	217
Total Enrollment	718

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0.4%
Asian	26.5%
Filipino	10.2%
Hispanic or Latino	57.2%
Native Hawaiian/Pacific Islander	1.4%
White	1.8%
Two or More Races	0.3%
Socioeconomically Disadvantaged	86.5%
English Learners	23.7%
Students with Disabilities	14.3%
Foster Youth	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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	32	27	35	568
Without Full Credential	0	2	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	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 2014-15)

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	95.7%	4.3%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
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.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% 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.

Most recently, Nvidia's Project Inspire make-over event added life and inspiration to our campus. Quotes and images of books, flags and international landmarks are just a few ways our school reflects our students bright futures!

Our ELAC team is busy renovating our library and a proposal for our College and Career Research Center is underway!

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

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	28%	33%	44%
Mathematics (grades 3-8 and 11)	19%	23%	33%

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	248	243	98%	37%	30%	23%	8%
Male	248	126	50.8%	45%	32%	17%	4%
Female	248	117	47.2%	28%	29%	30%	13%
Black or African American	248	5	2%	--	--	--	--
American Indian or Alaska Native	248	1	0.4%	--	--	--	--
Asian	248	63	25.4%	22%	29%	32%	17%
Filipino	248	24	9.7%	13%	29%	38%	17%
Hispanic or Latino	248	138	55.6%	46%	33%	17%	3%
Native Hawaiian or Pacific Islander	248	5	2%	--	--	--	--
White	248	6	2.4%	--	--	--	--
Two or More Races	248	1	0.4%	--	--	--	--
Socioeconomically Disadvantaged	248	202	81.5%	40%	32%	23%	4%
English Learners	248	54	21.8%	72%	26%	2%	0%
Students with Disabilities	248	32	12.9%	91%	6%	3%	0%
Students Receiving Migrant Education Services	248	4	1.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	242	237	97.9%	45%	27%	20%	8%
Male	242	124	51.2%	48%	29%	18%	4%
Female	242	113	46.7%	41%	24%	23%	12%
Black or African American	242	3	1.2%	--	--	--	--
American Indian or Alaska Native	242	1	0.4%	--	--	--	--
Asian	242	78	32.2%	23%	24%	35%	18%
Filipino	242	30	12.4%	33%	37%	20%	10%
Hispanic or Latino	242	117	48.3%	63%	23%	12%	1%
Native Hawaiian or Pacific Islander	242	3	1.2%	--	--	--	--
White	242	5	2.1%	--	--	--	--
Two or More Races	242	0	0%	--	--	--	--
Socioeconomically Disadvantaged	242	203	83.9%	48%	26%	19%	7%
English Learners	242	62	25.6%	87%	11%	0%	0%
Students with Disabilities	242	32	13.2%	94%	3%	0%	0%
Students Receiving Migrant Education Services	242	7	2.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	226	217	96%	44%	33%	21%	1%
Male	226	120	53.1%	45%	37%	15%	3%
Female	226	97	42.9%	43%	28%	28%	0%
Black or African American	226	7	3.1%	--	--	--	--
American Indian or Alaska Native	226	1	0.4%	--	--	--	--
Asian	226	44	19.5%	18%	30%	45%	7%
Filipino	226	15	6.6%	27%	40%	33%	0%
Hispanic or Latino	226	145	64.2%	52%	34%	12%	0%
Native Hawaiian or Pacific Islander	226	2	0.9%	--	--	--	--
White	226	2	0.9%	--	--	--	--
Two or More Races	226	1	0.4%	--	--	--	--
Socioeconomically Disadvantaged	226	196	86.7%	46%	34%	19%	1%
English Learners	226	47	20.8%	81%	17%	2%	0%
Students with Disabilities	226	29	12.8%	86%	7%	3%	0%
Students Receiving Migrant Education Services	226	3	1.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	248	244	98.4%	46%	28%	16%	9%
Male	248	126	50.8%	49%	29%	13%	9%
Female	248	118	47.6%	43%	27%	19%	10%
Black or African American	248	5	2%	--	--	--	--
American Indian or Alaska Native	248	1	0.4%	--	--	--	--
Asian	248	63	25.4%	19%	33%	24%	24%
Filipino	248	24	9.7%	29%	42%	13%	17%
Hispanic or Latino	248	139	56%	60%	25%	12%	2%
Native Hawaiian or Pacific Islander	248	5	2%	--	--	--	--
White	248	6	2.4%	--	--	--	--
Two or More Races	248	1	0.4%	--	--	--	--
Socioeconomically Disadvantaged	248	203	81.9%	50%	29%	15%	5%
English Learners	248	55	22.2%	80%	16%	2%	0%
Students with Disabilities	248	32	12.9%	100%	0%	0%	0%
Students Receiving Migrant Education Services	248	4	1.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	242	237	97.9%	45%	31%	13%	11%
Male	242	124	51.2%	50%	27%	12%	10%
Female	242	113	46.7%	39%	35%	14%	12%
Black or African American	242	3	1.2%	--	--	--	--
American Indian or Alaska Native	242	1	0.4%	--	--	--	--
Asian	242	78	32.2%	17%	33%	23%	27%
Filipino	242	30	12.4%	43%	37%	7%	13%
Hispanic or Latino	242	117	48.3%	63%	30%	6%	1%
Native Hawaiian or Pacific Islander	242	3	1.2%	--	--	--	--
White	242	5	2.1%	--	--	--	--
Two or More Races	242	0	0%	--	--	--	--
Socioeconomically Disadvantaged	242	203	83.9%	48%	32%	12%	8%
English Learners	242	62	25.6%	84%	15%	2%	0%
Students with Disabilities	242	32	13.2%	94%	6%	0%	0%
Students Receiving Migrant Education Services	242	7	2.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	226	219	96.9%	66%	25%	4%	3%
Male	226	121	53.5%	64%	28%	2%	4%
Female	226	98	43.4%	69%	21%	6%	2%
Black or African American	226	7	3.1%	--	--	--	--
American Indian or Alaska Native	226	1	0.4%	--	--	--	--
Asian	226	45	19.9%	31%	40%	11%	16%
Filipino	226	16	7.1%	44%	38%	13%	0%
Hispanic or Latino	226	145	64.2%	78%	20%	1%	0%
Native Hawaiian or Pacific Islander	226	2	0.9%	--	--	--	--
White	226	2	0.9%	--	--	--	--
Two or More Races	226	1	0.4%	--	--	--	--
Socioeconomically Disadvantaged	226	197	87.2%	69%	24%	4%	3%
English Learners	226	50	22.1%	88%	2%	0%	4%
Students with Disabilities	226	30	13.3%	90%	3%	0%	0%
Students Receiving Migrant Education Services	226	3	1.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45%	59%	40%	50%	52%	47%	59%	60%	56%

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	–
All Students at the School	40%	White	–
Male	44%	Two or More Races	–
Female	37%	Socioeconomically Disadvantaged	38%
Black or African American	–	English Learners	17%
American Indian or Alaska Native	–	Students with Disabilities	12%
Asian	65%	Students Receiving Migrant Education Services	–
Filipino	46%	Foster Youth	–
Hispanic or Latino	34%		

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 OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

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			
7	22.4%	20.3%	34.2%
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

Sheppard Middle School celebrates our awesome parental involvement and we certainly have an opportunity for you! Beyond our reoccurring Parent Coffees, School Site Council, and ELAC meetings, we have fun in making our Middle School the most exciting and collaborative environment for all. From our community garden and campus clean-up efforts, to food sales at evening community events, like movie nights, health fairs and literacy and math nights, we unite around greatness. All participation is tracked and school goals target significant participation rates. Annually we recognize all parent volunteers and we ever look to strengthen our parent leadership capacity. We welcome the community monthly to our Open Door Days for a school tour by drop-in and weekly a team of parents get together to move our work forward.

Parents who wish to engage in our work 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.75	5.13	7.22	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0.13	0	0	0.01	0	0	0.13	0.1	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	15	24	4	24	12	13	11	21	14	8	9
Mathematics	23	8	11	3	23	7	8	5	22	9	4	8
Science	29	3	3	11	27	3	9	5	26	5	3	10
Social Science	29	3	5	9	27	4	7	6	27	4	4	9

* 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 2014-15)

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)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,275	\$2,211	\$6,065	\$72,851
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	-6.20%	3.94%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	13.41%	-0.19%

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

Types of Services Funded (Fiscal Year 2014-15)

Sheppard Middle School provides the following funded services to enable success for all students. Priorities include a smooth transition from elementary to middle school, academic success that positions all students to promote to high school, development of the whole child including mental health support and real world life experiences directly connected to learning and aspirations of the students. students to meet academic standards:

- Citizen Schools. Extended Learning is an instructional program that primary supports all sixth graders.
- Intervention classes are scheduled for at-risk students, and home work centers support student success
- Student learning is supported through our staff's professional development, data analysis of assessments, integration of technology, and off campus school experiences including field trips to Academy specific foci.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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 2015/2016 include: Rigorous, 21st Century academic program implementation for both AVID and Atlas Academies, Effective Instructional Strategies for English Learners, Parent Engagement, and Student Success and continuous progress. Our Instructional leadership Team is responsible for moving the work forward in all areas. We do this through our Results Oriented Cycle of Inquiry. Through goal setting and data analysis, we routinely update our Theory of Action and delineate our progress and work. This document is available in our front office.