

William Sheppard Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	William Sheppard Middle School
Street	480 Rough and Ready Rd
City, State, Zip	San Jose CA, 95133
Phone Number	(408) 928-8800
Principal	Jacqueline Montejano
E-mail Address	jackie.montejano@arUSD.org
Web Site	http://www.arUSD.org/Domain/612
CDS Code	43-69369-6046338

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 6	198
Grade 7	208
Grade 8	198
Total Enrollment	604

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	30.6
Filipino	8.3
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	2.3
White	1.8
Socioeconomically Disadvantaged	78.8
English Learners	25.0
Students with Disabilities	13.4
Foster Youth	0.5

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	27	22	
Without Full Credential	5	4	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

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 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 Union Elementary 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 Elementary 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 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Rm. 9F: Holes on wall. Rm. 9F: Ceiling Tiles broke. Rm. 6E: Hole on wall. Rm.1E: Floor Tile Broke. Rm. 3E: Missing Base Board. Rm.5E: Wall need paint. Rm. Girls' P.E.: Hole on the walls. Rm. Girls' Coach Room: Holes on the walls. Rm.HC-2: Holes on the walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm. 9E: Full Furniture Chairs.
Electrical: Electrical	Poor	Rm. 9F: Light Cover Broke. Rm.5E: Lamp need cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Rm. 6E: Clorox. Rm. 4E: Windex.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	41.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	26.0	33.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	583	569	97.60	40.85
Male	297	289	97.31	37.72
Female	286	280	97.90	44.09
Black or African American	--	--	--	--
Asian	183	182	99.45	61.88
Filipino	50	49	98.00	42.86
Hispanic or Latino	312	303	97.12	28.05
Native Hawaiian or Pacific Islander	14	13	92.86	38.46
White	12	12	100.00	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	460	448	97.39	38.03
English Learners	283	271	95.76	24.81
Students with Disabilities	59	57	96.61	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	583	575	98.63	26.35
Male	297	293	98.65	25.68
Female	286	282	98.6	27.05
Black or African American	--	--	--	--
Asian	183	183	100	48.9
Filipino	50	50	100	32
Hispanic or Latino	312	305	97.76	10.53
Native Hawaiian or Pacific Islander	14	14	100	42.86
White	12	12	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	460	455	98.91	22.74
English Learners	283	277	97.88	13.04
Students with Disabilities	59	57	96.61	1.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.0	26.0	31.5

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2018-19)

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.3	6.9	7.4	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	14	7	7	20.0	12	15		22.0	13	17	5
Mathematics	26.0	6	6	7	22.0	10	9	1	23.0	7	6	5
Science	29.0	3	7	7	27.0	4	10	6	29.0	2	4	8
Social Science	29.0	3	6	8	27.0	3	8	5	29.0	2	7	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0	N/A
Social Worker	.5	N/A
Nurse	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,965.46	\$2,293.41	\$3,672.05	\$72,866
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-9.8
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-7.0

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 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

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.