

William Sheppard Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Jennifer Doherty
Email Address	jennifer.doherty@arUSD.org
School Website	
County-District-School (CDS) Code	43-69369-6046338

2022-23 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
District Website Address	www.arUSD.org

2022-23 School Overview

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 the community and proudly offers an approach that focuses on the acceleration of student performance through practices of consistent application of learning tools and strategies that are research-based and proven. Students learn through thematic units and project-based learning. All students participate in content-based field trips and host a variety of evening community events.

VISION: Sheppard Middle School and its supporting community will use advanced technology and project-based learning to prepare and inspire its students to become active and engaged learners as they pursue academic success, global citizenship, higher education, and careers of their choosing.

MISSION: 1. To engage students in 21st century, innovative learning experiences, and meaningful work, through diverse approaches: 2. To engage the entire community in collaboration to assure the 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	169
Grade 7	153
Grade 8	181
Total Enrollment	503

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.2
Asian	22.7
Black or African American	1.8
Filipino	13.1
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.0
White	1.6
English Learners	23.5
Foster Youth	0.0
Homeless	0.4
Migrant	1.4
Socioeconomically Disadvantaged	78.1
Students with Disabilities	11.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.80	60.88	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.31	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	15.83	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	9.95	35.70	7.26	12115.80	4.41
Unknown	2.80	10.95	31.80	6.46	18854.30	6.86
Total Teaching Positions	26.00	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	68.20	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	17.35	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown	3.50	14.41	27.50	5.66	15831.90	5.67
Total Teaching Positions	24.50	100.00	487.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.10	4.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.10	4.20

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.20	0.00
Local Assignment Options	0.30	0.00
Total Out-of-Field Teachers	2.50	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10	19.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning: STEMscopes 2019-Middle Schools
- Studies Weekly 2019- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill/ Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary/ CPM 2015-Middle School	Yes	0
Science	Learning A-Z: Science A-Z online 2019-Elementary/ Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements

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 redefining how we use our library for 21st century literacy.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm: D5 - AC not working properly leaking water Rm: D3 - AC unit is not working properly Rm: D1 - AC is not working Rm: C1 - AC is off because it is leaking Rm: C3 - AC off out of service Rm: C5 - AC out of service due to leaking Rm: F5 - AC unit is leaking water / AC door is off
Interior: Interior Surfaces	X			Rm: Restroom Wing E - Tile is broken on the corner Rm: E3 - Wall is peeling Rm: F6 - Tile is missing by the AC Unit Rm: Stage - 4 ceiling tiles are missing Rm: Music Room - Base board needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm: F Wing Break Room - Room is crowded with boxes everywhere Rm: F8 - Room has too much material on the closet floor
Electrical	X			Rm: D1 - Wires are exposed / missing outlets Rm: E4 - One of the outlets is burned

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm: 2 - Water fountain needs more pressure Rm: C1 - Faucet is not working Rm: E7 - Water Fountain is not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm: D4 - Ceiling tile has water damage Rm: D5 - Floor is peeling Rm: Library Closet - Paint is lifting under sink / above base board missing Rm: Teacher Office - Behind the door is a hole Rm: E3 - Missing tile floor by the door Rm: Custodian Closet - Has a hole in the wall Rm: Custodian Room - Wall needs to be fixed under the sink Rm: Kitchen - Paint of the walls is falling from the entrance of the office
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	491	97.23	2.77	33.40
Female	218	213	97.71	2.29	31.46
Male	287	278	96.86	3.14	34.89
American Indian or Alaska Native	--	--	--	--	--
Asian	114	114	100.00	0.00	54.39
Black or African American	--	--	--	--	--
Filipino	67	67	100.00	0.00	56.72
Hispanic or Latino	294	282	95.92	4.08	19.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	106	92.98	7.02	0.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	385	374	97.14	2.86	27.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	60	96.77	3.23	3.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	497	98.42	1.58	16.10
Female	218	215	98.62	1.38	11.16
Male	287	282	98.26	1.74	19.86
American Indian or Alaska Native	--	--	--	--	--
Asian	114	114	100.00	0.00	42.98
Black or African American	--	--	--	--	--
Filipino	67	67	100.00	0.00	20.90
Hispanic or Latino	294	287	97.62	2.38	4.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	112	98.25	1.75	2.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	385	378	98.18	1.82	12.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	60	96.77	3.23	3.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.53	NT	17.41	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	182	99.45	0.55	22.53
Female	77	77	100	0	16.88
Male	106	105	99.06	0.94	26.67
American Indian or Alaska Native	0	0	0	0	0
Asian	46	46	100	0	47.83
Black or African American	--	--	--	--	--
Filipino	26	26	100	0	23.08
Hispanic or Latino	99	98	98.99	1.01	9.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	39	97.5	2.5	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	132	100	0	14.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	0

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93%	93%	93%	92%	93%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 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 or the Principal at 408-928-8806.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	537	27	5.0
Female	240	231	11	4.8
Male	314	306	16	5.2
American Indian or Alaska Native	1	1	0	0.0
Asian	116	115	0	0.0
Black or African American	10	9	1	11.1
Filipino	70	68	3	4.4
Hispanic or Latino	334	323	22	6.8
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	9	8	1	12.5
White	10	9	0	0.0
English Learners	135	131	5	3.8
Foster Youth	3	3	1	33.3
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	429	415	24	5.8
Students Receiving Migrant Education Services	7	7	0	0.0
Students with Disabilities	71	68	8	11.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.29	1.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.84	0.02	2.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.84	0.00
Female	10.83	0.00
Male	7.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.72	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	13.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.08	0.00

2022-23 School Safety Plan

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 2021. 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 support the safety of our campus.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	7	22	8
Mathematics	24	5	10	1
Science	30	2	8	4
Social Science	28	2	8	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	6	20	13
Mathematics	26	4	10	2
Science	29	2	3	9
Social Science	31	1	5	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	11	
Mathematics	24	3	11	
Science	26	2	11	
Social Science	27	1	11	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	335.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,993.84	\$11,492.83	\$6,501.01	\$93,141.87
District	N/A	N/A	\$7,216.32	\$91,067
Percent Difference - School Site and District	N/A	N/A	-10.4	2.3
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-1.4	6.5

2021-22 Types of Services Funded

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:

- Envisioneers -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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,197	\$52,641
Mid-Range Teacher Salary	\$92,160	\$83,981
Highest Teacher Salary	\$109,665	\$107,522
Average Principal Salary (Elementary)	\$121,783	\$136,247
Average Principal Salary (Middle)	\$134,266	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$218,543	\$242,166
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 targeted areas. Areas targeted include: Rigorous, 21st Century academic program implementations, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2