



Sheldon High School
 8333 Kingsbridge Drive
 Sacramento, CA 95829
 (916) 681-7500

Board of Education
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 Pollyanna Cooper-LeVangie
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Hours of Operation

Our office is open from 7:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children.

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

School Highlights and Awards

- Full 6 year term accreditation with 3 year review by WASC
- Numerous athletic league, division, and state awards
- Visual/performing arts and technology awards from local, state, national, and international sources
- \$81,000 Biotech grant

A Message From the Principal

Sheldon High School
 A Community of Lifelong Learners!

Sheldon High School truly provides a unique and wonderful educational experience for students, from the safety of the campus, to the importance of a respectful learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners and become prepared to enter college and careers.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Student Demographics

	School	District
Enrollment	2,411	62,218
English Learners	224	9,946
Languages Spoken	26	81
Students of Poverty	1,289	31,795
GATE	201	3,707

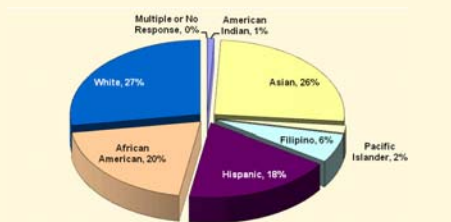
SOURCE: 2009-2010, EGUSD

Our success in implementing our district's mission can be evidenced through our school's special strengths, including:

- Academic and athletic college scholarships awarded to our seniors totaling 1.6 million dollars
- Numerous awards for student participation in visual/performing arts, sports, and technology from local, state and national sources
- \$81,000 ongoing funding for the BioTech Academy
- Freshmen Mentoring Program (TEAM HUSKY) connects all freshmen with staff mentors and student mentors

Parent support and involvement continue to be important aspects of the success of Sheldon High School. Our Parents Assisting With Students (PAWS) for Success Program received the Golden Bell Award for parent participation. Parents also support student success by sending a clear message that education and regular school attendance are important to the family. Parent volunteers are coordinated by our parent liaison.

Population by Ethnicity



SOURCE: 2009-2010, EGUSD

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the school makes our students feel comfortable and secure.

Paula D. Duncan, Principal
 Sheldon High School

Parental Involvement

Our school has an active SPAC (Sheldon Parents Advisory Council). Our SPAC provides many ways for the community to truly support their students and teachers. Parents can become involved in our school by volunteering with student activities, attending school functions and joining the SPAC. Read about them on our Website: www.Sheldonhuskies.com. For more information on parent involvement opportunities, you may contact Diane Hicks at 681-7500.

Teacher Credentials and Misassignments

Teacher Credentials		2008-2009
Total Number of Teachers		109
Total Full Credentials		108

SOURCE: 2008-2009, California Dept. of Education

Teacher Misassignments and Vacancies		2009-2010
Misassignments of Teachers of English Learners		1
Misassignments Due to Subject Matter Competency		1
Teacher Vacancies		0

SOURCE: 2009-2010, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

Sheldon High School was built in 1997, with over 100 classrooms including five computer laboratories, and a fully operating world language laboratory. The library/media arts center contains over 22,000 volumes of printed material and capacity for computer research with 30 internet accessible computers.

The Performing Arts Center has fully equipped theatre seating for 723 guests. The Studio Theatre, called the Black Box, provides an intimate setting for 150 guests.

SHS is also home to a stadium with capacity to seat 3,000. Baseball and softball facilities are augmented with booster and coaching support.

EGUSD takes great pride ensuring that all schools are clean, safe, and functional. The Lead Custodian performs monthly operation and facility reviews. Periodically, a facility survey instruction developed by the State of California Office of Public School Construction is used.

Performing Arts Center at Sheldon High School (PAC) recently replaced the heating and air conditioning system. Portable classrooms are in the process of receiving a fresh coat of needed paint.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 12/1/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

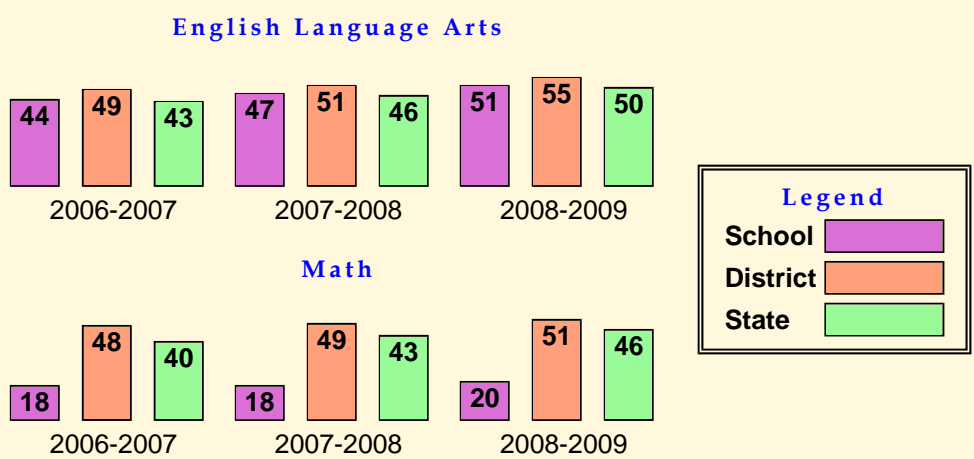
	Exemplary	Good	Fair	Poor
Overall Summary	x			

SOURCE: 2009-2010, EGUSD

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: 2008-2009, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years.

Growth Score	759
Statewide Rank	6
Similar Schools Rank	6

SOURCE: 2008-2009, California Dept. of Education

	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 1

SOURCE: 2008-2009, California Dept. of Education

Career Technical Education Programs

Our school prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Our Bio-Tech program has received a California Department of Education grant to support internships and mentoring within the Bio-Tech professional community. At Sheldon High School, we have a variety of courses of study that can provide students with an introduction to careers. These courses of study are our Bio-Tech Academy, EQUITAS (Government/Public Policy) Academy, VAPA Academy, and our Build Trades and Engineering Academy as well as our Agriculture (FFA) program. Students are provided skills in construction, engineering, animation, visual arts, Bio-Tech, and programming and web design. Sheldon High School also offers students a Regional Occupation Program (ROP) in graphic arts, animation, and engineering. These are provided on our campus through the Sacramento County Regional Occupation Program office. These courses provide our students with the necessary skills to seek life-long employment in the technology field. Resume writing, proper work attire, punctuality, etc., are just some of the topics that are covered. Regardless of the career path chosen, Sheldon High School makes every effort to work with the students to insure that they meet district and state graduation standards.

Advanced Placement Courses Offered

Subject	Courses
Computer Science	0
English	2
Fine and Performing Arts	3
Foreign Language	2
Mathematics	2
Science	2
Social Science	6

SOURCE: 2008-2009, EGUSD

Professional Development

Staff Development at Sheldon High School involves school wide and department collaboration as well as articulation with our elementary and middle schools.

School-wide our Trainer of Trainers site focus is on rigor-relevance-relationships. School-wide strategies and discussions that focus on relationship building are ongoing. Departments work in curriculum teams to review CST and STAR data to adjust instruction. Departments work closely to develop common assessments that support rigor and relevance.

Our science and math departments have developed staff development workshops and meetings that focus on strategies to increase collaboration and share content teaching as well as work together to identify areas of focus.

New teachers are provided release days to observe colleagues. All teachers are given an opportunity to visit other classes as part of our staff development focus of rigor-relevance-relationship.

School Safety Plan

Your child's safety is important to us at Sheldon High School. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed our School Safety Plan in September 2009. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. Our School Resource Officer and the security staff also monitor all after school events, such as games and dances.

Specialized Programs

At our school, we have highly qualified staff to assist students with special learning needs. Our Resource Specialist Program (RSP) services not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum and are placed in classes to assist students with learning English. Gifted and Talented students participate in Honors and Advanced Placement courses as well as academic competitions. Students who need extra tutoring or homework help can be mentored by an older student or by a teacher. The school provides a tutoring schedule.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$42,065
Midrange	\$59,384	\$67,109
Highest	\$82,031	\$86,293
Principals		
Elementary	\$109,249	\$107,115
Middle	\$108,438	\$112,279
High	\$120,350	\$122,532
District Superintendent	\$237,664	\$216,356
Share of budget used for		
Teachers' salaries	43.5%	39.4%
Administrative salaries	4.4%	5.5%

SOURCE: 2007-2008, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Donna Cherry
Associate Superintendent,
Elementary Education
Glen DeGraw
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities

Graduation Rate

	School	State
9-12	96.4%	80.2%

SOURCE: 2008-2009, California Dept. of Education

Average Daily Attendance

	Percent
School	95.64%
District	95.48%

SOURCE: 2009-2010, EGUSD

Discipline

	School	District
Suspensions	517	12,133
Expulsions	15	187

SOURCE: 2008-2009, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2009)	62,218
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1