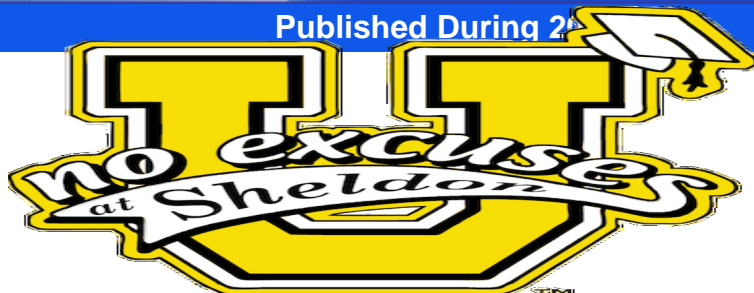


**E. Ruth Sheldon Academy of Innovative Learning  
School**

**2012-13**

**SCHOOL ACCOUNTABILITY REPORT CARD**

Published During 2012-13



**E. Ruth Sheldon  
Academy of Innovative  
Learning**

**Contact Information (School Year 2013-14)**

1901 Woolner Ave.

Fairfield, CA 94533-5809

(707) 421-4150

Principal:

Ms. Kathryn Ferreira, Principal

Contact E-mail Address:

kathryns@fsusd.org

County-District-School (CDS) Code: 48705406051148

**Fairfield-Suisun  
Unified**

**Contact Information (School Year 2013-14)**

(707) 399-5000

www.fsusd.org

Superintendent:

Kris Corey

Contact E-mail Address:

krisc@fsusd.org



## E. Ruth Sheldon Academy of Innovative Learning 2012-13 School Accountability Report Card

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

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

### I. Data and Access

#### DataQuest

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

#### Internet Access

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

#### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### II. About This School

#### District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	<a href="http://www.fsusd.org">www.fsusd.org</a>
Superintendent	Kris Corey
E-mail Address	<a href="mailto:kriscc@fsusd.org">kriscc@fsusd.org</a>
CDS Code	48705406051148

#### School Contact Information (School Year 2013-14)

Name	E. Ruth Sheldon Academy of Innovative Learning
Street	1901 Woolner Ave.
City, State, Zip	Fairfield, CA 94533-5809
Phone Number	(707) 421-4150
Principal	Ms. Kathryn Ferreira, Principal
E-mail Address	<a href="mailto:kathryns@fsusd.org">kathryns@fsusd.org</a>

#### School Description and Mission Statement (School Year 2012-13)

E. Ruth Sheldon is part of the No Excuses University network of schools! We believe that our students have the right to attend college and it is the responsibility of the adults in the school to develop exceptional systems to make that dream a reality! The six exceptional systems are: Culture of Universal achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Interventions. Our staff follow the philosophies and beliefs of NEU! We are NEU professionals that are: Collaborative, Committed, Courageous, Creative, Character-Centered, and College & Career Crazy!

Sheldon's Mission: ALL Sheldon students will demonstrate positive character traits and achieve proficiency in all academic areas!

Staff commitment: We will provide a safe learning environment in which students develop good character and reach academic success without bounds.

Student commitment: We, the Sheldon student body, pledge to be responsible, respectful, and safe. We will do our best and never give up. We will not make or accept excuses! Sheldon students are going to college!

## Opportunities for Parental Involvement (School Year 2012-13)

Sheldon has an established School Site Council, English Learner Advisory Committee, and Parent Teacher Organization (PTO). Families are invited to attend Back To School Orientation/Ice Cream Social, Back-To-School Nights, Open Houses, Family Literacy Night, Technology Nights, Coffee and Donuts with the Principal, and No Excuses Parent Forums. Parents and families are also invited to attend CST Parent Nights that give information on the important assessments given at the end of the school year. As a service to our parents, we have implemented English as a Second Language (ESL) classes at Sheldon. In addition, parents chaperone standards-based field trips for each grade level.

## III. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	49%	45%	53%	56%	56%	54%	56%	55%
Mathematics	49%	50%	50%	48%	50%	51%	49%	50%	50%
Science	26%	30%	34%	52%	55%	56%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	46%	45%	47%	48%	49%	49%

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

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	45%	50%	36%	N/A
Male	46%	54%	34%	N/A
Female	45%	46%	35%	N/A
Black or African American	40%	38%	55%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	64%	68%	N/A	N/A
Hispanic or Latino	46%	50%	36%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	51%	51%	N/A	N/A
Two or More Races	25%	42%	N/A	N/A
Socioeconomically Disadvantaged	43%	48%	31%	N/A
English Learners	23%	38%	31%	N/A
Students with Disabilities	41%	44%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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	18.9%	17.6%	1.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	3	3
Similar Schools	4	6	7

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	24	12	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	16	-30
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	23	15	-24
English Learners	33	17	-51
Students with Disabilities	20		

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

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	373	749	15,643	790	4,655,989	790
Black or African American	45	710	2,746	728	296,463	708
American Indian or Alaska Native	5		165	803	30,394	743
Asian	9		793	861	406,527	906
Filipino	21	846	1,425	877	121,054	867
Hispanic or Latino	233	744	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	8		187	796	25,351	774
White	40	792	3,028	845	1,200,127	853
Two or More Races	12	695	1,453	811	125,025	824
Socioeconomically Disadvantaged	330	736	9,086	743	2,774,640	743
English Learners	175	715	3,792	714	1,482,316	721
Students with Disabilities	56	678	1,782	606	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	61
Grade 1	84
Grade 2	76
Grade 3	81
Grade 4	93
Grade 5	80
Grade 6	71
Grade 7	0
Total Enrollment	546

### Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	13.4
American Indian or Alaska Native	1.5
Asian	2.2
Filipino	4.9
Hispanic or Latino	62.3
Native Hawaiian/Pacific Islander	1.8
White	10.8
Two or More Races	3.1
Socioeconomically Disadvantaged	87
English Learners	48
Students with Disabilities	12.1

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.5	0	2	0	31.5	0	2	0	31	0	2	0
1	29	0	2	0	29	0	2	0	28	0	3	0
2	30	0	3	0	29	0	3	0	25	1	2	0
3	24.8	1	3	0	30.7	0	3	0	20	2	2	0
4	34	0	0	2	34	0	0	2	19	2	2	1
5	26.7	1	0	2	32	0	1	1	20	2	0	2
6	32	0	1	1	34	0	0	2	24	1	0	2
Other					0	0	0	0	0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP 3515, School Safety and Security; AR 3515.5, Safety Program; BP/AR 3515.2, Disruptions; BP/AR 3515.6, Campus Security; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior, and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to that site. A copy of each school's plan is available at the school and in the office of the Directors of Elementary and Secondary Education. The plan is reviewed at the beginning of each year by the principal with his complete faculty. The plans are annually updated by each school site. School Safety Plan includes the following: \* A positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution. \* Disciplinary policies and procedures. \* Prevention of and alternatives to violence. \* Parent involvement strategies. \* Prevention and intervention strategies related to the sale or use of drugs and alcohol. \* Assessment of the school's physical environment and development of ground security. \* School-site crisis intervention strategies. Staff training in violence prevention and intervention techniques.



## Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
<b>Suspensions</b>	7.09	9.4	4.7	15.53	19.7	20.6
<b>Expulsions</b>	0.36	0.4	0	0.6	0.4	0.2

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

E. Ruth Sheldon Elementary is located on Woolner Avenue in the City of Fairfield.

#### General

The District takes great efforts to ensure that 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 on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

Built in 1963, this recently modernized facility consists of 26 classrooms, a library-media Center wired for technology, support offices, restrooms, and a multi-purpose room. The campus has recently received an extensive alteration/addition that included a new multi-purpose building as well as a kindergarten complex. The new multi-purpose Room is 6,149 square feet and has full volleyball, basketball and badminton courts inside. The building has many unique features that make it state-of-the-art. The facility includes wall-to-wall acoustical paneling for better sound management, a fully automated HVAC system for energy efficiency, chair storage under the stage, energy efficient fluorescent lighting and automatic fire sprinklers. The infrastructure is also wired for computers in the kitchen so that kitchen staff has access to the program that lets them manage student lunch accounts. The building has a modern exterior stucco finish and pitched ceiling. The facility also includes a Food Service warming kitchen, a stage with theatrical lighting and new restrooms. The kindergarten complex includes two 1,350 square feet building designed with a separate play area, fencing and designated parent drop-off area. The new buildings have a modern stucco exterior, pitched roofs and an up to date interior designed specifically for teachers and students. Some of the enhancements inside include; plenty of storage space for teachers, built-in student cubbies, a separate teacher's prep room, a teaching wall, a carpeted sitting area for story time and wall to wall tackable surfaces to display children's artwork and learning posters. The classrooms also have restrooms with child-size toilets and sinks. Having the restrooms within the buildings assures that students can use the restroom within the safety of the classroom setting for supervision. The campus includes a playground with equipment and field area for recreation. A 12' x 40' portable restroom building was purchased and installed in July 2007 at this site. Due to the proximity of restroom fixtures at the extreme end of this site a restroom building consisting of student and staff fixtures was approved and installed.

#### Maintenance and Repair

District maintenance staff ensures that 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.

#### Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal.

#### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

#### Deferred Maintenance Projects

There are no Deferred Maintenance projects planned at this site during the 2013-14 school year.

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### Modernization Projects

There are no modernization projects planned at this site during the 2013-14 school year. In 2003 a modernization project was completed. Please see the description under the heading "Age of School Buildings."









### New Construction Projects

There are no new construction projects planned at this site during the 2013-14 school year.

### School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
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 (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

## VII. Teachers

### Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	25	20	24	835
Teachers without Full Credential	1	0	0	34
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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	100	
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	2.5	N/A
Other		N/A

Note: Cells shaded in black or 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Macmillan McGraw-Hill CA Treasures, copyright date 2010, adopted by local governing agency spring 2010. For grades 6-8: Pearson Literature CA Reading and Language, copyright date 2010, adopted by local governing agency fall 2010. For Reading/Language Arts Intensive Intervention Core Replacement with embedded ELD in grades 4-6: Steck Vaughn Gateways, adopted by local governing agency spring 2009.	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Mathematics</b>	All pupils, including English learners, have state-adopted and standards-aligned mathematics textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-8: Macmillan McGraw-Hill/Glencoe CA Mathematics, copyright date 2008, adopted by local governing agency spring 2008.	0%
<b>Science</b>	All pupils, including English learners, have state-adopted and standards-aligned science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Macmillan McGraw-Hill CA Science, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Prentice Hall CA Science Explorer, copyright date 2008, adopted by local governing agency spring 2007.	0%
<b>History-Social Science</b>	All pupils, including English learners, have state-adopted and standards-aligned history/social science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Harcourt Reflections, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Holt CA Social Studies, copyright date 2006, adopted by local governing agency spring 2007.	0%
<b>Foreign Language</b>			0%
<b>Health</b>	All pupils, including English learners, have state-adopted and standards-aligned health textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-6: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 2006.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0%
<b>Visual and Performing Arts</b>			0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,439	\$1,573	\$3,866	\$67,293
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	-5.08	4.41
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-30.18	-3.46

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

Our school receives funds from the district general fund, School and Library Improvement Block Grant, Title I, Economic Impact Aid (EIA), lottery fund, and donations. The funds from state and federal sources must be expended in accordance with policies and guidelines established for those programs.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,281	\$41,461
Mid-Range Teacher Salary	\$63,014	\$66,132
Highest Teacher Salary	\$79,009	\$85,734
Average Principal Salary (Elementary)	\$103,907	\$107,205
Average Principal Salary (Middle)	\$110,377	\$111,640
Average Principal Salary (High)	\$121,763	\$122,627
Superintendent Salary	\$259,658	\$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Sheldon staff has dedicated to the following professional development: English Language and Literacy Acceleration (ELLA); Professional Learning Communities Institutes & Summits; WestEd Teach For Success on-site staff training; "Classroom Instructional Strategies That Work"; Academic Vocabulary Development; School-wide Positive Behavior Planning- BEST; School-wide Academic Interventions; Speech & Language Trainings; Crisis Prevention Intervention training; Technology Integration; Common Core State Standards; No Excuses University; weekly Professional Development based on staff needs.