



# Sheldon High School

Parent Orientation | 2021 - 2022

*Navigating High School For Your Students*

Elk Grove Unified School District  
Sheldon High School  
8333 Kingsbridge Drive  
Sacramento, CA 95829



Cover Artwork by Johnny Nguyen | *Heart - Fused Chain*

# Table of Contents

Letter from the Principal .....	1
Important Numbers .....	2
Bell Schedules .....	3
Important Dates .....	4
Positive Behavior Intervention & Supports (PBIS) .....	5
Pack Time (RTI) .....	6
Parent Involvement .....	7
Synergy .....	8
College Admission Requirements .....	9
Four Year Academic Plan .....	10
Sample Transcript .....	11
Planning for High School and Beyond .....	12
High School Programs .....	13
Post-Secondary Options .....	14
10 Ways to Deal with Stress .....	15
Community Service .....	16-17
<b>Student Rules of Conduct</b> .....	<b>18-24</b>
▪ Dress Code .....	19-21
▪ Electronic Device Policy .....	22
▪ Harassment/Bullying .....	22-23
▪ Tardy Policy .....	23-24
▪ No Activities List (NAL) .....	24
▪ Detention .....	24
<b>Ways to Get Involved</b> .....	<b>25-37</b>
▪ Athletics .....	26
▪ Associate Student Body (ASB) & Clubs .....	27
▪ AVID .....	28
▪ Students Helping Students (SHS) .....	29
▪ Academies .....	30
▪ Future Farmers of America (FFA) .....	31
▪ ARTSwork Pathway .....	32-34
▪ Biotechnology Academy (BTA) .....	35-36
▪ Band .....	37



# SHELDON HIGH SCHOOL

8333 Kingsbridge Drive, Sacramento, CA 95829 • (916) 681-7500 • Fax (916) 681-7505

**Paula D. Duncan**  
Principal

**Aaron Munoz**, Vice Principal  
**David Pires**, Vice Principal  
**Victoria Siever**, Vice Principal  
**Mary Weis**, Vice Principal

Dear Student and Parent,

Welcome to Sheldon High School and the 2021-2022 school year! I hope you were able to have a relaxing summer, with family and friends. I know that your next four years with us will be filled with challenges, educational experiences, new relationships, exposure to new pathways and in the end personal growth with many personal rewards.

Here at Sheldon High School we believe in the R.I.T.E. way. What this means is that we value Respect (R): each other and the environment we are in, Integrity (I) always do your personal best, Teamwork (T) to be inclusive, tolerant, generous and display humility and Effort (E) to display merit, excellence, self-discipline and collaboration. You will learn more about this through your four years here and we hope that these values become engrained in your character that you carry with you after you graduate. Another motto we believe in is T.E.A.L., which is not only one of our school colors, but it stands for To Empower a Life. We believe that as we grow and empower our own lives, we touch the lives of those around us and empower theirs. The staff at Sheldon embodies the TEAL and the RITE way. We know your academic success is important, but we also care about you, SEL (Social Emotional Learning focus). Our goal is to have our students be responsible, be creative, goal setters and show resourcefulness. We believe that in order for students to be successful, parent involvement is crucial. Your student's education is a collaborative effort between student, parent, teacher and school.

Starting high school is a very exciting time that involves challenges, setbacks, mistakes, lessons and many rewards. We look forward to working with you as a team, to make this transition.

On our school's website you will find valuable information to help you learn more about Sheldon High School and the ins and outs of the daily life of a student. Please watch the video that was created to give a visual of what it means to be a Husky and to meet some of the staff you may be working with in the next four years. Also, you can find a link to the 9<sup>th</sup> Grade Parent Handbook (also new students). I highly recommend perusing through the handbook to learn about graduation requirements, student expectations and ways to get involved at school via clubs, athletics and/or academies.

It's a great day to be a Husky!

Sincerely,

Paula D. Duncan  
Principal

# Important Numbers

Vice Principal Alpha Breakdown		
David Pires	(A - F)	916-681-7503
Victoria Siever	(G - L)	
Mary Weis	(M - R)	
Aaron Munoz	(S - Z)	
Kim Anderson	Teacher In Charge (TIC)	
Counselor Alpha Breakdown		
Amy Cassella	(A - Cl)	916-681-7501
Kelly Zehnder-Olson	(Co - Ha)	
Natalie Alaniz	(He - Ke)	
Ken Watkins	(Kh - M)	
Edlyn (Ely) Corona	(N - Ra)	
JC Cortez	(Re - Sa)	
Jen Gardner	(Sc - Th)	
Ana Hidalgo	(Ti - Z)	
Danielle Lucas	Guidance Tech	
Angie McCabe	Career Center	
Felicia Tweedy	Counseling Secretary	
Support Staff		
Laurie Bocci	Registrar	916-681-7500
April Lysongseng	Health Office	
Cynthia Lowe	Principal's Secretary	
Other		
Main Office	916-681-7500	
Attendance Office		
Athletic Director		

# Bell Schedules

<b>BELL SCHEDULE</b>		
<b>Monday, Tuesday, Thursday, Friday</b>		
<b>Period</b>	<b>Time</b>	<b>Total Minutes</b>
1	7:45-9:19	94
PASSING	9:19-9:29	10
2	9:29-11:07	98
1 <sup>ST</sup> LUNCH	11:07-11:45	38
PASSING	11:45-11:52	7
3B	11:52-1:26	94
Passing	11:07-11:14	7
3A	11:14-12:48	94
2 <sup>nd</sup> LUNCH	12:48-1:26	38
PASSING	1:26-1:33	7
4	1:33-3:07	94

<b>PACK LSW BELL SCHEDULE</b>		
<b>Wednesday</b>		
<b>Period</b>	<b>Time</b>	<b>Total Minutes</b>
1	9:00-10:06	66
PASSING	10:06-10:16	10
PACK	10:16-10:51	35
PASSING	10:51-10:58	66
2	10:58-12:04	7
1 <sup>ST</sup> LUNCH	12:04-12:41	37
PASSING	12:41-12:48	7
3B	12:48-1:54	66
PASSING	12:04-12:11	7
3A	12:11-1:17	66
2 <sup>ND</sup> LUNCH	1:17-1:54	37
PASSING	1:54-2:01	7
4	2:01-3:07	66

# Important Dates 2021-2022

August 12, 2021	First Day of School
September 6, 2021	Labor Day – no school
October 7 – 8, 2021	Finals
November 11, 2021	Veteran’s Day – no school
November 22 – 26, 2021	Thanksgiving Break – no school
December 16 - 17, 2021	FINALS
December 20 – December 31, 2021	Winter Break – no school
January 3, 2022	Pre-Service Day – no school
January 17, 2022	Martin Luther King Day – no school
February 14, 2022	Lincoln’s Birthday – no school
February 21, 2022	Washington’s Birthday – no school
March 10 – 11, 2022	Finals
March 14-18, 2022	Spring Break – no school
Month of March	STATE TESTING
May 24 & 26, 2022	FINALS
May 25, 2022	Graduation Day
May 26, 2022	Last Day of School



# Positive Behavior Intervention & Supports



## What is PBIS?

Positive Behavior Intervention and Supports (PBIS) is a school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors. PBIS provides a structure to assist us in our response to meet the needs of our diverse student population.

## How does it work?

Two key strategies of the PBIS process are acknowledging student positive behavior and prevention. Through modeling, instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond with desirable outcomes to the behavioral rules, we will view it as an opportunity for re-teaching, in addition to an immediate and appropriate discipline.

## How is PBIS different from other programs?

- The program is focused on acknowledging students for consistent positive behavior.
- Expected behaviors and life soft skills are taught through a variety of resources throughout the school year.
- Students are rewarded for expected behavior by staff in a variety of ways.
- Problem behavior will be responded to with consistent appropriate consequences that are focused on re-teaching the expected behaviors. We believe that properly addressing the root cause of behavior can prevent failure later in life.

Our motto for students at Sheldon High School is:

*“Achieving excellence the RITE way!”*

- |          |   |                  |
|----------|---|------------------|
| <b>R</b> | – | <b>Respect</b>   |
| <b>I</b> | – | <b>Integrity</b> |
| <b>T</b> | – | <b>Teamwork</b>  |
| <b>E</b> | – | <b>Effort</b>    |

## Respect

- Show kindness and consideration to people, places and things
- Be good to yourself through self-respect
- Be aware of the feelings and emotions of others
- Express gratitude for the learning environment and the people you experience it with.

## Integrity

- Treat others as unique and of high value
- Uphold the truth and the academic code
- Be consistently reliable and trustworthy
- Discern context and content well for guidance

## Teamwork

- Inspire and support others with encouragement
- Lead the way in being generous
- Embrace humility
- Be responsible & accountable for your part
- Use diversity of thought as an opportunity for growth and innovation

## Effort

- Dare to engage: Listen, Follow Directions, Execute
- Solve problems with quality work & effective results
- Pursue excellence through preparation & details
- Be self-disciplined despite distractions



# PACK TIME (RTI) Response to Intervention



**Vision:** Implement a school-wide program that increases student achievement and improves their social and emotional well-being.

**Mission:** All students will attend Pack Time weekly during which time they will receive academic intervention, lessons on social and emotional learning, and complete grade-level specific school business that will free-up instructional time in their academic schedule.



**Who:** Students in grade level groups with a credentialed teacher



**What:** Academic intervention and enrichment  
Mental health and social emotional learning  
School Business



**When:** Every Wednesday between 1st & 2nd periods (10:16-10:51)

# Parent Involvement = Student Success



## THE FOUR YEAR PLAN

It is critical that parents set high expectations for students as they enter high school, and help them to identify specific goals. The first step is to work with your student to build a four-year plan that reflects your student's goals. What type of career is your student interested in? What type of schooling or training will she need after high school? Be familiar with graduation requirements, and entrance requirements for UC, CSU, Private or out of state colleges, Community College or Technical/Vocational School, the Military, or an Apprenticeship Program.

## MONITORING PROGRESS

Getting children where they want to go in life is one of the goals of parenting. The Four Year Academic Plan is a good first step, but it needs monitoring. You need to monitor daily progress and periodically check the four-year plan. Be sure to include at least an annual check of your student's transcript.

Make it clear that you are monitoring because you are working as partners to attain goals. Develop a monitoring process with your student that respects his increasing independence but leaves enough time for you to intervene if problems occur. Maintain flexibility about how goals will be met. There are many paths to the same goal.

## PROGRESS REPORTS

Progress reports will be distributed to your student(s) during 2<sup>nd</sup> period and term grades will be *mailed home a few days after the grading period ends*. Please allow 3-5 business days after the mailing date for the report card to arrive. You can also view student(s) grades by logging in to Parent VUE. Questions regarding report cards should be directed to the Data Processing Assistant. A copy of the progress report schedule is posted on our website.

## E-MAIL TEACHERS

One of the best ways to communicate with teachers is through e-mail. Teacher's e-mail may be found on the class syllabus or by going to [www.sheldonuskies.com](http://www.sheldonuskies.com). Click on email/websites. Then click on the teacher's name. An e-mail will pop up with the teacher's address already filled out.



With Synergy, Parents/Guardians use a single sign-on to access all of their children's information regardless of school. Parents will access the portal using ParentVUE and students will access using StudentVUE.

ParentVUE helps parents/guardians stay informed and connected by providing day-to-day insight into their child's academic experience with access to important information.

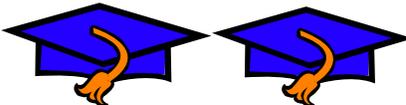
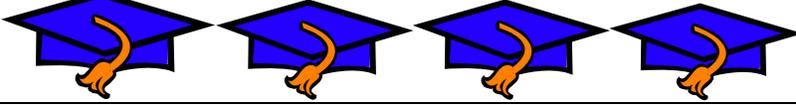
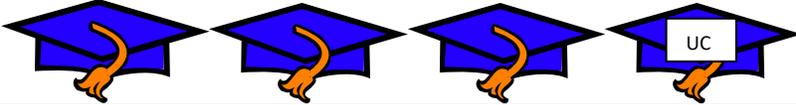
The ParentVUE Portal will provide parents with:

- Single sign-on – one login for each parent, which will allow access to all students associated with that parent across the district in any grade or school
- Big picture information – ability to view attendance, immunization compliance, transcripts, graduation status, and more
- Ability to update information – emergency contacts, physician and phone numbers
- Grades and assignments – know if your student is on track academically and know when assignments have been given and are due
- Class website access – know what is happening in your children's classroom(s)
- Ability to stay connected with teachers – communicate with teachers
- Web Portal and Mobile App – Easy access from anywhere and anytime

Parents will need to register for a ParentVUE account using an activation code and instructions given out at the beginning of the school year by each school site. Instructions on how to register and update information in the system will be included on the activation code handout. If you lose your activation code or need another one, please contact the school office by calling 681-7500.

# COLLEGE ADMISSION, UC & CSU 'A-G' REQUIREMENTS

Students must earn grades "C" or better in all 'A-G' courses to be eligible for college admissions

AREA	SUBJECT	NUMBER OF YEARS REQUIRED (1 Year = 10 Credits)
<b>A</b>	<b>History/Social Science</b> 2 Years Required	
<b>B</b>	<b>English</b> 4 Years Required	English 9      English 10      English 11      English 12 
<b>C</b>	<b>Mathematics</b> 3 Years Required, UC - 4 Recommended	Math 1      Math 2      Math 3      +1 Recommended 
<b>D</b>	<b>Lab Science</b> 2 Years Required, UC - 3 Recommended	Biology      Chemistry or Physics      +1 Recommended 
<b>E</b>	<b>Foreign Language</b> 2 Years (Same Language) Required; UC – 3 Recommended	 +1 Recommended
<b>F</b>	<b>Visual &amp; Performing Art</b> 1 Year Required	
<b>G</b>	<b>College Preparatory Electives</b> 1 Year Required	

## SHELDON HIGH SCHOOL GRADUATION REQUIREMENTS

Students must earn a total of 220 credits in required and elective coursework,  
and pass proficiency requirement to be eligible for graduation.

- English:** 40 Credits
- Math/Science\*:** 40 Credits Math / 20 Credits Science  
- Or -  
30 Credits Math / 30 Credits Science
- Social Science:** 35 Credits
- Physical Education:** 20 Credits
- World Language:** 10 Credits
- Visual & Performing Arts:** 10 Credits
- Health:** 5 Credits
- Computer Technology:** 10 Credits
- EGUSD Proficiency Requirements:** Speech

\*Regardless of Math/Science option, all students must pass Math 1 and pass 10 credits of math in their senior year

## FOUR YEAR ACADEMIC PLAN FOR HIGH SCHOOL

You may want to do this in pencil since changes may be needed

<u>Freshman Year</u>	Class Name	Credits	Grade	Earned
English 9	_____	10	_____	_____
Math	_____	10	_____	_____
Geography	_____	5	_____	_____
Health	_____	5	_____	_____
Science	_____	10	_____	_____
PE	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____

<u>Sophomore Year</u>	Class Name	Credits	Grade	Earned
English 10	_____	10	_____	_____
Math	_____	10	_____	_____
World History	_____	10	_____	_____
Science	_____	10	_____	_____
PE	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____

<u>Junior Year</u>	Class Name	Credits	Grade	Earned
English 11	_____	10	_____	_____
Math/Science	_____	10	_____	_____
US History	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____

<u>Senior Year</u>	Class Name	Credits	Grade	Earned
English 12	_____	10	_____	_____
Math	_____	10	_____	_____
Economics	_____	5	_____	_____
Government	_____	5	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____
Elective	_____	10	_____	_____

Be sure to check that your schedule meets your “post-secondary”—after high school—goals.

\*Remember to graduate; you need to choose a world language, a visual & performing art, and Computer Technology as an elective some time during your four years.

Student Name				<b>Eik Grove Unified School District</b> Official Transcript 		<b>Sheldon High School</b> 8333 Kingsbridge Dr Sacramento, CA 95829	
Perm ID	State ID	Grd <b>10</b>	Gen <b>M</b>			<b>May 30, 2018</b>	
Birth Place <b>Sacramento</b>		Date Of Birth		Phone <b>916-681-7500</b>	Fax <b>916-681-7505</b>		
Home Address		Phone		Counselor <b>Gardner, Jen</b>			
				Accrediting Commission for Schools Western Association of Schools and Colleges			

Crs ID	Course Title	Mark	Cred Att/Cmp	Crs ID	Course Title	Mark	Cred Att/Cmp	Graduation Requirements - Credit Summary				
<b>Sheldon High School 10/2016, Grd 09</b>								<b>Subject Area</b>	<b>Req'd</b>	<b>Comp</b>	<b>WIP</b>	<b>Need</b>
03015	Mathematics I	B-	5.00 / 5.00	02571	Creative Writing I	A	5.00 / 5.00	Geography	5.00	5.00		
04030	General Science	B-	5.00 / 5.00	03925	Mathematics II	B-	5.00 / 5.00	World History	10.00	10.00		
08020	Physical Education, Course I	A-	5.00 / 5.00	04100	Biology	B-	5.00 / 5.00	US History	10.00	0.00		10.00
12311	Building Trades I	A	5.00 / 5.00	08909	Junior Varsity Football	A	5.00 / 5.00	American Government	5.00	0.00		5.00
14013	Advocacy Multiple Grade Levels	A	1.00 / 1.00	Cred Att: 20.00 Cred Cmp: 20.00 GPA: 3.5000			Economics	5.00	0.00		5.00	
Cred Att: 21.00 Cred Cmp: 21.00 GPA: 3.5238			<b>Sheldon High School 12/2017, Grd 10</b>									
<b>Sheldon High School 12/2016, Grd 09</b>								English	40.00	20.00		20.00
03015	Mathematics I	B	5.00 / 5.00	02572	Creative Writing II	A	5.00 / 5.00	Mathematics I	10.00	10.00		
04030	General Science	C	5.00 / 5.00	03925	Mathematics II	B-	5.00 / 5.00	Mathematics	20.00	10.00		10.00
08020	Athletic Conditioning	A	5.00 / 5.00	04100	Biology	B-	5.00 / 5.00	Physical Science	10.00	10.00		
12311	Building Trades I	B-	5.00 / 5.00	08520	Athletic Conditioning	A	5.00 / 5.00	Life Science	10.00	10.00		
14013	Advocacy Multiple Grade Levels	A	1.00 / 1.00	Cred Att: 20.00 Cred Cmp: 20.00 GPA: 3.5000			Science	10.00	0.00		10.00	
Cred Att: 21.00 Cred Cmp: 21.00 GPA: 3.0478			<b>Sheldon High School 3/2018, Grd 10</b>									
<b>Sheldon High School 3/2017, Grd 09</b>								World Language	10.00	0.00		10.00
01010	World Geography	A	5.00 / 5.00	01110	World History	A-	5.00 / 5.00	Visual/Performing Arts	10.00	10.00		
02000	English 9	A-	5.00 / 5.00	02100	English 10	B-	5.00 / 5.00	Health	5.00	5.00		
06010	Art I	B-	5.00 / 5.00	08682	Athletic Conditioning and Strength Training	A	5.00 / 5.00	Physical Education	20.00	15.00		5.00
14013	Advocacy Multiple Grade Levels	A	1.00 / 1.00	Cred Att: 20.00 Cred Cmp: 20.00 GPA: 3.7500			Electives	40.00	59.00			
DRex	AVID 9	A-	5.00 / 5.00	<b>Sheldon High School 5/2018, Grd 10</b>								
Cred Att: 21.00 Cred Cmp: 21.00 GPA: 3.7619			<b>Sheldon High School 5/2017, Grd 09</b>									
02000	English 9	B+	5.00 / 5.00	01110	World History	A	5.00 / 5.00	<b>TOTALS</b>	<b>220.00</b>	<b>164.00</b>	<b>0.00</b>	<b>75.00</b>
06010	Art I	B-	5.00 / 5.00	02100	English 10	B	5.00 / 5.00	<b>Graduation Requirements - Course Types</b>				
14013	Advocacy Multiple Grade Levels	A	1.00 / 1.00	08682	Athletic Conditioning and Strength Training	A	5.00 / 5.00	<b>Description</b>	<b>Req'd</b>	<b>Comp</b>	<b>WIP</b>	<b>Need</b>
15000	Health	B	5.00 / 5.00	Cred Att: 20.00 Cred Cmp: 20.00 GPA: 3.7500			Speech Proficiency					
DRex	AVID 9	A	5.00 / 5.00	<b>Work In Progress</b>								
Cred Att: 21.00 Cred Cmp: 21.00 GPA: 3.2657			<b>Sheldon High School 2018, 5 Trm, Grd 10</b>									
<b>Work In Progress</b>								Technology Proficiency				
<b>Work In Progress</b>								<b>Graduation Requirements - Test History</b>				
<b>Work In Progress</b>								<b>Test Name</b>	<b>Admin Dt</b>	<b>Result</b>		
<b>Work In Progress</b>								Speech Proficiency	05/23/2017	Met		
<b>Work In Progress</b>								Technology Proficiency		Not Met		

IB = International Baccalaureate		R = Repeat		H = Honors		AP = Advanced Placement		P = College Prep (A-C)																				
<b>Grade Point Legend</b> <table border="1"> <tr><th>Mark</th><th>Normal</th><th>Weight</th></tr> <tr><td>A+ A-</td><td>4.0</td><td>5.0</td></tr> <tr><td>B+ B-</td><td>3.0</td><td>4.0</td></tr> <tr><td>C+ C-</td><td>2.0</td><td>3.0</td></tr> <tr><td>D+ D-</td><td>1.0</td><td>2.0</td></tr> <tr><td>F, I, NM</td><td>0.0</td><td>0.0</td></tr> </table>			Mark	Normal	Weight	A+ A-	4.0	5.0	B+ B-	3.0	4.0	C+ C-	2.0	3.0	D+ D-	1.0	2.0	F, I, NM	0.0	0.0	<b>GPA Summary</b> Weighted 3.5122 Unweighted 3.5122  <b>Ranked By</b> Weighted			<b>NOTES</b>				
Mark	Normal	Weight																										
A+ A-	4.0	5.0																										
B+ B-	3.0	4.0																										
C+ C-	2.0	3.0																										
D+ D-	1.0	2.0																										
F, I, NM	0.0	0.0																										
Enter Date		Class Rank <b>217 out of 624</b>																										
Summer Withdrawal Date		Graduation Date																										
Class of 2020																												

Not official unless signed by school representative and seal affixed. \_\_\_\_\_ Date of Signature: 05/30/2018

## PLANNING FOR HIGH SCHOOL AND BEYOND

### COLLEGE AND CAREER PROGRAM

Sheldon High School has a college and career program available to assist your student plan for their future after high school. As part of this program students will:

- **9<sup>th</sup> grade:** Participate in a staff-led college and career presentation during Pack.
- **10<sup>th</sup> grade:**
- **11<sup>th</sup> grade:** have a one-on-one meeting with their counselor to review graduation requirements and begin thinking about college and career goals. Students are also given information about what they need to do to reach their post-secondary goals.
- **12<sup>th</sup> grade:** have a one-on-one meeting with their counselor to review graduation requirements and finalize college and career goals. Students are also reminded about college applications procedures and deadlines.

### CAREER CENTER

- The career center is open to students every day at lunch. Resources include: career exploration software; college resource and reference books; college catalogues; SAT Reasoning, SAT Subject and ACT registration and practice tests; vocational and technical training programs resources; information about the military; and financial aid and scholarship information.
- In addition, during lunch in the career center, there are regularly scheduled visits from the Los Rios community college system. They may assist your student in planning for college or exploring the vocational certificates and programs available.
- The career center also has guest speakers from various colleges and technical training programs come and give presentations. Students may sign up for these college visits in advance.

### PARENT INVOLVEMENT

The above programs are provided to give your student information about options available. It still requires that your student do some independent thought and research about career options and also follow through with taking the necessary steps towards meeting his/her goals. Here is how you can help your student:

The Elk Grove Unified School District, in partnership with California College Guidance Initiative (CCGI) uses [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) for early college and career planning. We invite you and your student to use this website as a key resource to plan for life after high school, regardless of your child's post-secondary goals.

[www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) is an online platform that manages California's post-secondary, college and career planning systems. Through [CaliforniaColleges.edu](http://CaliforniaColleges.edu), students can access tools and resources to support their college and/or career planning. The functionality of [CaliforniaColleges.edu](http://CaliforniaColleges.edu) is maximized when transcript data is uploaded from the district's student information system, Synergy, in accordance with state and federal student privacy laws.

Students should do the following:

Take the PSAT test in October during 10<sup>th</sup> & 11<sup>th</sup> grades. This is the practice test for the SAT. Students in 9<sup>th</sup> grade are welcome to sign up for the test.

- Make sure you meet all "a-g" and grade requirements as well as take any tests to meet your goals. Meet all deadlines.
- Be familiar with the training programs and college options available after high school.
- Be familiar with programs and opportunities available in high school to assist your students with exploring options.

## HIGH SCHOOL PROGRAMS

### Community Service and Work Experience:

Sheldon requires that students complete community service every year in high school. During students' senior year they may also participate in work experience which gives them one period off to work at a job site. These programs provide opportunities to learn about the world of work. A student can select from a wide range of opportunities to explore her dreams. All of these programs provide an opportunity to work and learn in the outside world during high school.

[www.cde.ca.gov/ci/cr/sl](http://www.cde.ca.gov/ci/cr/sl) [www.afterschool.gov/tncareer.html](http://www.afterschool.gov/tncareer.html) [www.cde.ca.gov/ci/ct/we](http://www.cde.ca.gov/ci/ct/we)

### Explore Career and Technical Education (Explore CTE)

*Explore CTE* courses are open to students across the district and provide job skill training, an opportunity to learn about related college majors, and hands-on experience in real-world environments. Some courses offer students the opportunity to earn free, transferrable college credits and/or industry-recognized certification. Many courses also are approved by UC for a-g credit. In some *Explore CTE* courses, students receive classroom orientation and instruction, followed by placement at a training site for several weeks.

For more information about *Explore CTE* courses please visit [www.egusdexplore.com](http://www.egusdexplore.com).

### Academies at Sheldon

Biotechnology

Engineering / Building Trades

EQUITAS (Government and Political Studies)

VAPA (Visual and Performing Arts)

### Achievement Via Individual Determination (AVID)

AVID is a regularly scheduled elective class that prepares underrepresented students with academic potential for success in college. AVID students are expected to maintain at least a "C" average in scholarship and citizenship, to study a minimum of one hour and fifteen minutes each night, and to enroll in college preparatory classes in high school. The AVID student's goal is to enroll in a four-year post secondary institution.

### Concurrent Enrollment in Community College

Eligible high school students may enroll in courses at a community college and earn college credit. Students must have completed their sophomore year, have a minimum 2.7 GPA, and enroll in college courses that are transferable to the CSU and/or UC system.



## POST SECONDARY OPTIONS

### 4 Year Colleges and Universities:

Four year institutions usually offer two years of general education in core courses such as English, math, history, and science, after which students spend the next two or more years specializing in courses related to a major field of study. Participation in activities in high school is strongly encouraged. An educationally prepared student pursues not only an academic background, but also learns leadership skills, perfects talents in the fine and performing arts, increases vocational skills, and participates in sports, clubs or organizations.

- University of California
- California State University
- Historically Black Colleges
- Private or Out of State Colleges
- Community College and Transfer to a four-year institution

### College Entrance Requirements:

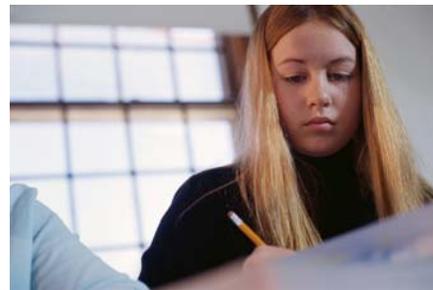
Different colleges and universities have different entrance requirements—see handout of “a-g” College Admission Requirements. Meeting the eligibility requirements does not guarantee admission to a college. It only means you are eligible, that is, the college will consider you for admission.

### Colleges consider three main admissions requirements:

1. Grade Point Average (GPA)
2. Scores on college admissions tests like the SAT and ACT
3. Classes you take (Course Requirements)

### Tests:

10 <sup>th</sup> grade	PSAT
11 <sup>th</sup> grade	PSAT, ACT or SAT, SAT II
12 grade	ACT or SAT, SAT II



### Community Colleges:

- ✓ Certificate Programs: Community Colleges offer certificate programs similar to a career/technical school. This involves a specialized study in a field with few general education requirements. Students may receive a certificate in areas such as automotive repair, child care, computer technology, veterinary technician, etc.
- ✓ Transfer Degree: A student may complete the first two years of general education at a community college and then transfer to a four-year institution
- ✓ Associate Degree: A student may study for approximately two years and earn an associate degree designed to make a person “job ready” for a specific occupation. Examples include business management, computer science, nursing, etc.

### Career-Technical Schools

Trade/training schools are short term programs with immediate placements in the workforce as the goal.

### Military

Army, Navy, Air Force, Marines, Coast Guard



# 10 Ways to Deal with Stress

1. Talk with someone you trust. People who talk about their problems are usually happier and less stressed out.
2. Exercise for a half hour 3-5 times per week. It will help.
3. Try meditation. Listen to soft music as you close your eyes and breathe deeply.
4. Try to get enough sleep every night- about 8 hours usually works for most people.
5. Identify something you like- sports, dancing, art, music, writing- and then do it!
6. Eat well. A diet high in sugar or caffeine can increase stress.
7. Spend time relaxing. Take a warm bath or shower, light a candle, put on music.
8. Get to know yourself. If you feel good about who you are, you may not feel so stressed.
9. Pay attention to what stresses you out. Can it be changed? Can you look at things differently and feel less stressed about them?
10. Don't depend on alcohol or drugs to help you. They will only make your problems more complicated.



*An important part in the growth of a student and a parent*  
Research has proved when a parent volunteers at their student's school,  
the student has a greater success in school—academic & social

#### How Many Hours Needed:

- 9th grade – 20 hours
- 10th grade – 20 hours
- 11th grade – 25 hours
- 12th grade – 25 hours

EVERY MAN MUST DECIDE WHETHER HE WILL  
WALK IN THE LIGHT OF CREATIVE ALTRUISM OR IN  
THE DARKNESS OF DESTRUCTIVE SELFISHNESS

-MARTIN LUTHER KING

### ~~20 reasons why you should volunteer for Community Service~~

1. Exciting future career
2. Eliminate a career choice
3. Job reference
4. Strengthen your resume
5. College admissions
6. Meet new people
7. Contacts in community
8. Learn public relations
9. Get respect
10. It feels good
11. Impress your mom
12. Impress yourself
13. Apply for special awards or scholarships
14. Feel involved
15. Make a difference
16. Help others
17. Find a purpose
18. Connect with the community
19. Enjoy a meaningful conservation
20. Expand your horizons

\*Students must attend Sheldon High School all four years to be eligible for this award!

1. At Sheldon High School, Community Service is a **requirement all four years** to receive the “teal cord” and **Community Service Award** for graduation.
2. Each Sheldon student must complete and turn in the **Community Service Log** to the attendance office at the end of each school year.
3. Keep your **personal log at home** with the hours volunteered, brief description of the service, name of project, address, phone number and the project manager for future reference (resume, job reference, college and etc.).

✚ During the completion of those required hours, many students discover that involvement in community service can yield surprisingly rich personal rewards.

"Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love." -Martin Luther King

- ✚ It can be a truly magical experience to give something back to the community for all that it has given to you.
- ✚ No project in which you give of yourself to others is insignificant.
- ✚ Extend a helping hand, even if it helps but a single person.
- ✚ The wonderful things that can happen when you reach out to help those in need will amaze you.
- ✚ Let community service become a way of life and you will always know the answer to one of life's most important questions.

So look around you.

1. Is there something you can do to make the world a better place?
2. Ask yourself what you have to give.
3. Ask yourself how you can make a positive difference in someone's life.

**COMMUNITY SERVICE IDEAS:** Projects like these count as community service as long as one is not paid.

- Animal shelters
- CDS Playground Partners [www.elkgroveplaygrounds.com](http://www.elkgroveplaygrounds.com)
- Churches
- Environmental Organizations
- EGUSD schools [www.egusd.net](http://www.egusd.net)
- Folsom Cordova Community Partnership—Volunteer translators
- Food Pantries
- Habitat for Humanity [www.habitatprovidence.org](http://www.habitatprovidence.org)
- Hands On Sacramento –Keeping up parks and recreation areas
- Hospitals
- Tutor—Helping other to read
- Libraries
- Media Volunteer—Virtual Opportunity <http://www.mediavolunteer.org>
- Nursing homes
- Political campaigns
- Red Cross <http://www.sacsierraredcross.org/>
- Salvation Army
- Sheldon High School Clubs and Organizations—can offer community service [www.sheldonuskies.com](http://www.sheldonuskies.com)
- Society for the Blind—Bingo Fundraising <http://www.societyfortheblind.org>
- Web creation for small charities or organizations

# Student Rules of Conduct

- ✓ DRESS CODE
- ✓ ELECTRONIC DEVICE POLICY
- ✓ TARDY POLICY
- ✓ DETENTION
- ✓ NO ACTIVITIES LIST (NAL)

## DRESS CODE

Parents or guardians have the primary responsibility for appropriate standards of dress and grooming. However, as an educational entity, the Secondary Division of the Elk Grove Unified School District has the responsibility to establish and maintain standards of dress and grooming that support a positive, appropriate, and safe learning and teaching environment.

The purpose of a dress and grooming code is to facilitate education, not to inhibit any person's taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be appropriate to the school setting, not hazardous to the health and safety of the students, and not disruptive or distracting from the educational program of the school. In addition, no articles of clothing, apparel or school materials, including hats, backpacks, masks and binders, may have pictures, printing, or writing that is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain images of weapons, tobacco, drugs and/or alcohol, or which the school's administration reasonably predicts will disrupt the learning environment.

Specifically, the students at Sheldon High School are expected to abide by the following dress code:

### **1. PANTS, JEANS, SHORTS, SKIRTS:**

- No undergarments showing
- No "short shorts" or "short skirts/dresses"
- No pajama pants
- Belts must be tucked around the waist

### **2. TOPS, SHIRTS, BLOUSES:**

- No undergarments showing
- No bare midriffs: tops must completely cover the skin and overlap the waistband of pants, shorts, or skirts.
- No low-cut tops
- No halter tops, strapless tops, off the shoulder tops, or bra-like tops
- No muscle shirts
- No exposed bra or bandeau

### **3. FOOTWEAR:**

- Shoes must be worn at all times
- No house slippers or "wheelies" are allowed

### **4. HAT/HEAD COVERING POLICY:**

The Elk Grove Unified School District allows students to wear certain types of hats on campus to protect them from damage caused by exposure to the sun. At Sheldon High School students may not wear baseball caps and visors with writing and/or images that are deemed by school administration to be disruptive to the learning environment.

- Grooming items and headwear such as hair rollers, shower caps and picks in the hair are not allowed
- Masks are permitted on campus, but must follow these guidelines:
  - ✓ May not cover entire face
  - ✓ May not contain inappropriate graphics/text
  - ✓ May not be a costume mask
  - ✓ Must be for medical/safety usage and appropriate PPE

Please note that teachers may prohibit the wearing of hats or hoodies within their individual classrooms as consistent with their respective classroom policies

The school administration may limit or prohibit specific clothing that has been determined by law enforcement or gang experts to be affiliated with an actual gang. In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying such clothing or apparel as gang affiliated. Limitations and prohibitions on gang-related clothing or apparel will be applied equally to all students, and in no instance will a student’s clothing or apparel be identified as gang-related based solely on the student’s race, national origin or ancestry.

Students that do not follow the school’s dress code policy will receive the following consequences. In each incident the clothing item is confiscated and returned to the student at the end of the school day. The student is required to correct his/her appearance and the incident is recorded in the student’s discipline record.

Violation	Description
1 <sup>st</sup>	Student will receive a warning, clothing is confiscated and may be picked up by the student at the end of the school day in the Vice Principal’s office.
2 <sup>nd</sup>	Clothing is confiscated and parent is contacted.
3 <sup>rd</sup>	Clothing is confiscated and the student is assigned a 1-hour, after-school detention. If the detention is not served, the student is placed on the No Activities List (NAL) until the detention is served. and parent is contacted.
4 <sup>th</sup>	Clothing is confiscated and the student is assigned an all-day Restorative Practices Room, placed on the NAL, and parent is contacted.
5 <sup>th</sup>	All 5 <sup>th</sup> and beyond Dress Code Violations will result in a home suspension and the student is placed on the NAL.

**Dress Code during Extracurricular Activities:**

Dress code applies before, during and after school, which includes extracurricular activities. If a student has a dress code violation during an event outside of school hours, he/she will be asked to correct his/her appearance. If this is not possible, the student will not be permitted entrance to the event/activity.



# Dress Code Policy: Prohibited Clothing/Items



		
<b>Undershirts or “muscle shirts”</b>	<b>Crop/tube tops, bandeau</b> (tops must completely cover the skin)	<b>Halter tops or midriiffs</b> (tops must completely cover the skin)
		
<b>Clothes that reveal undergarments</b>	<b>Off-the-shoulder tops</b> (tops must completely cover the skin)	<b>All short: skirts/dresses/shorts</b>
		<p><b>Masks are permitted</b> on campus, but must follow the following guidelines:</p> <ul style="list-style-type: none"> <li>✓ May not cover entire face</li> <li>✓ *May not contain inappropriate graphics/text (see left)</li> <li>✓ May not be a costume mask</li> <li>✓ Must be for medical/safety usage and appropriate PPE</li> </ul>
<b>Items with Inappropriate Text/Graphics</b>		
<p>No articles of <u>clothing, apparel or school materials</u>, including hats, backpacks, belts, and binders, masks, may have pictures, printing, or writing that is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain weapons, tobacco, drugs and/or alcohol, or which the school’s administration reasonably predicts will disrupt the learning environment.</p> <p><b>Example Prohibited Brands:</b> Backwoods, Cookies, Dutch Masters, Juul, Swisher Sweets, etc.</p>		<p style="text-align: center;"><b>Other Important Points</b></p> <ul style="list-style-type: none"> <li>✓ Headwear/grooming items such as hair rollers, shower caps, picks worn in hair etc. are not allowed.</li> <li>✓ Shoes must be worn at all times.</li> <li>✓ Slippers are not permitted</li> <li>✓ Teachers may prohibit the wearing of hats or hoodies within their individual classrooms as consistent with their respective classroom policies.</li> </ul>

~Sheldon High School~

## ELECTRONIC DEVICE POLICY

Sheldon High School will allow students to use electronic devices before school, during passing periods, during both lunches, and after school. Amplification of any kind (i.e. speakers, ringtones, text message alerts, videos, music, etc.) from electronic devices will not be permitted under any circumstances as this could cause a disruption to the campus. Students will be allowed to have only one earbud or one headphone covering an ear at a time. As Sheldon's main focus is on safety for all stakeholders, and because of the importance of students being able to hear announcements and be able to clearly communicate with the staff out on campus, students with both earbuds in or students with both ears covered by headphones may have their electronics confiscated by staff. Parents and guardians will have to pick up the confiscated electronic device from the VP office. Other forms of progressive discipline will be in place for each subsequent incident thereafter.

Classroom Policy: Electronic devices may be used in the classroom at the discretion of the teacher for academic and instructional purposes. Teachers have the discretion to confiscate any electronic device deemed a disruption to the class by the teacher. Electronics in the locker room or any student changing area on campus are strictly prohibited and may result in the confiscation of the device and the possibility of other progressive discipline practices. Teachers' class violation policy will coincide with the site electronic device violation policy. Parents and guardians will have to pick up the confiscated electronic device from the VP office. Other forms of progressive discipline will be in place for each subsequent incident thereafter.

### **Students in possession of electronic devices will receive the following consequences**

Violation	Description
1 <sup>st</sup>	Student will receive a warning and the electronic device is confiscated and may be picked up by the student at the end of the school day in the Vice Principal's office.
2 <sup>nd</sup>	The electronic device is confiscated and will result in a parent, or adult, listed on the emergency contact list (over the age of 21) to pick up the phone.
3 <sup>rd</sup>	The electronic device is confiscated and the student is assigned a 1-hour, after-school detention. Student is placed on the No Activities List (NAL), if the detention is not served. Parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.
4 <sup>th</sup>	Student will meet with a Vice Principal, the electronic device is confiscated and the student is assigned an all-day Restorative Practices Room and placed on the NAL. Parent, or adult, listed on the emergency contact list (over the age of 21) must pick up the phone.
5 <sup>th</sup>	All 5 <sup>th</sup> and beyond Electronic Device Violations will result in a home suspension and the student is placed on the NAL.

## **PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES**

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The district has a policy of nondiscrimination in accordance with federal law and Title IX, and also prohibits sexual harassment of or by any student or by anyone in or from the district. More detailed information regarding the district's prohibition of discrimination, harassment, intimidation, and bullying or the prohibition against sexual harassment is contained in the district's Parent & Student Handbook and is also available on the district's website.

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants' identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Pursuant to California Education Code 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

### TARDY POLICY

Being tardy to class disrupts the instructional program. Students are **expected to be in their classroom and seated before the tardy bell rings, with books and materials necessary for the class.** Students need to understand the importance of not interrupting the other students in class, therefore maximizing instructional time. Students need to understand the standards of behavior in each class expected so that they accept the responsibility for their own actions. No restroom passes will be issued during the first fifteen minutes or last fifteen minutes of class. Teachers are prepared to progressively work with students, parents, and if necessary, the administrative team for students violating the tardy policy.

A parent/guardian wishing to excuse the student's tardy for a medical or dental reason must provide **written proof to the Attendance Office from the doctor.** The written proof must include the date and time of appointment along with the doctor's phone number in order for the "tardy" to be excused. Each teacher will include the tardy policy for his/her classroom in the class syllabus.

### TARDY CHECK-INS

When students are tardy (less than 30 minutes), to any class, they must check-in at the nearest Tardy Kiosk before proceeding to class. Tardy Kiosks are located at the outside windows of the Attendance Office and in room 312 on the north side of campus. Students check-in at the Tardy Kiosk by scanning their school ID via their school ID card or StudentVue from their personal cell phones or manually typing in their school ID number. The kiosk will generate a tardy pass that students must present for admittance to class. When students are tardy more than 30 minutes they must see Attendance Office to receive a pass to class.

### Consequences for Tardies

Each Friday a Weekly Tardy Report is run. Students that are tardy to class will receive the following consequences on a weekly basis:

- 1-2 Tardies – The Student is warned (pass is considered notification)
- 3 + Tardies – Detention is given for each tardy starting with the 3rd tardy

**EXAMPLE:** Student is tardy FIVE times in a given week. Student is assigned THREE detentions (for the 3<sup>RD</sup>, 4<sup>TH</sup> & 5<sup>TH</sup> Tardies)

### Assignment of Detention:

- One-hour after school detention, is assigned and served during the following week. The student chooses the day to serve, but it must be served no later than Friday.
- If the detention is not served by Friday, the student will be placed on the No Activities List (NAL) until the detention is served.

If a student accumulates SEVEN unserved detentions, they will serve a full-day of Restorative Practices Room. The full-day of Restorative Practices Room equates to SEVEN detentions owed. Student remains on the NAL until they have 5 days of a clean record including no Tardies/Truancies.

### NO ACTIVITIES LIST (NAL)

Students who have accumulated multiple tardies, truancies, absences, behavior referrals, and/or suspension may be prohibited from attending extracurricular activities before, during or after school; this is called Social Probation aka the No Activities List. Students are placed on Social Probation by an administrator. A student is removed from Social Probation after completing at least five consecutive days of incident free attendance and behavior. Incidents involving certain types of suspendable violations may extend the duration of Social Probation by adding additional time of incident free attendance and behavior, including Athletic Events, Dances, Field Trips, Club Activities, and any other event or activity that is not connected to a student's grade.

### DETENTION

Detention is a supervised period held for one hour directly after school. Detentions can be assigned by teachers and administrators. Staff members assigning the detention may contact the parent via phone, email, or a note sent home with student. Students may request a date of their choosing to serve detention as long as the date is within one week of the violation. Parents or guardians may reschedule their student's detention once by calling 681-7503 prior to the date and time of the scheduled detention. If a student fails to attend detention, is late to detention, or is removed from detention for disciplinary reasons, he/she will be considered in defiance of school authority.

<b>AFTER SCHOOL DETENTION</b>
Monday through Friday - 3:15 - 4:15 pm

During detention, students are required to quietly work on the school assignments. **STUDENTS MAY NOT PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES WHILE ASSIGNED TO DETENTION OR BEHAVIOR INTERVENTION CLASS. Late students will not be admitted!**

### VIOLATION OF DETENTION RULES may result in:

1. Student warned once and/or seat change.
2. Student brought to the front and a phone call to home explaining that there was a violation of detention rules. Expect detention supervisor to call confirming further disciplinary action.
3. Student sent out of detention for rule violation, and placed on No Activities List.

# WAYS TO GET INVOLVED

Check out the programs and  
clubs offered at Sheldon High  
School...

# SHELDON HIGH SCHOOL ATHLETICS



Jason Bumbaca, Athletic Director  
 Debra Lee, Assistant Athletic Director  
 Deb McCollum, Assistant Athletic Director  
 Jeff Merker, Assistant Athletic Director

8333 Kingsbridge Drive  
 Sacramento, CA 95829  
 (916) 681-7500 ext. 43733  
 (916) 681-7506 Fax

*"Home of the Huskies"*  
[www.sheldonhuskies.com](http://www.sheldonhuskies.com)

Welcome to the Sheldon Athletic Department. To understand our purpose, you must first read our mission statement:

*The Sheldon High School Athletic Department's mission is to develop the complete student-athlete. We envision students who embrace sportsmanship, teamwork, and a dedicated work ethic. Our goal is to produce responsible, productive, employable citizens who recognize the value and enjoyment of athletics.*

Our exceptional coaching staff is dedicated to this concept and works to prepare each competitive team to represent our school and community. In fact, we were the first area school to adopt Pursuing Victory with Honor, which was later adopted by EGUSD. Our teams are widely known for their outstanding sportsmanship.

We offer a full complement of sports throughout the school year:

Fall	Winter	Spring
Men's/Women's Cross Country	Wrestling	Men's/Women's Swimming
Football	Men's/Women's Basketball	Men's/Women's Track & Field
Women's Golf	Men's/Women's Soccer	Baseball
Women's Tennis	Spirit	Softball
Women's Volleyball		Men's Golf
Spirit		Men's Tennis
		Men's Volleyball

Our program is built on gender equity with nine women's sports that correspond directly with nine men's sports, two student sports, and spirit athletes treated as true athletes. We offer lower level teams, in addition to varsity, for all sports, except tennis and golf, with frosh, frosh-soph, and/or JV teams. This allows additional access for more student-athletes to our programs. Many of our student-athletes are multitalented, which is demonstrated by their involvement in other extracurricular activities, such as band, dance, drama, art, choir, and ASB. Our coaches encourage student-athletes to participate in more than one sport to promote athleticism and to allow them to have fun in another sport. A student-athlete earning varsity letters in each of the three seasons is awarded the Sheldon triangle patch to demonstrate our strong belief in the multi-sport athlete.

*Achieving Excellence the R.I.T.E. way!*

# SHELDON ASB

*Associated Student Body*



## CLASS ADVISORS

### 9th Grade

Ms. Prestridge

### 10th Grade

Mr. Marcione

### 11th Grade

Ms. Mamou

### 12th Grade

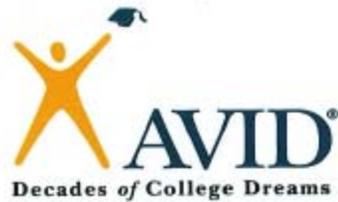
Mrs. Clarke

## Extra Curricular Clubs

Artworks Academy  
Asian Club  
Associated Student Body (ASB)  
AVID  
Band Orchestra  
Biotech Academy  
Black Student Union  
Building Trades Club  
California Scholastic Federation (CSF)  
Campus for Christ  
Chemistry Club  
Choir Club  
EQUITAS  
Fandom Club  
Future Farmers of America (FFA)  
GSA Gay-Straight Alliance  
Hmong Club  
Japan Club  
Key Club  
Korean Music Club  
La Raza Latina  
Link Crew  
Marching Band  
Mathletes (Competition Team)  
Mock Trial  
National Honor Society  
Outdoors Club  
Pacific Islander Club (PIC)  
Pep Band  
Photography Club  
Punjabi Virsa Crew  
Renaissance  
Science Olympiad  
Sheldon's Breakers Club  
SHS Coding  
Spirit (Cheerleading)  
Students Helping Students  
Theater Works/Drama  
Universal Rhythm  
Yearbook



**AVID at Sheldon High School  
is the way to go!**



**What does AVID stand for?**     **A**dvancement  
   **V**ia  
   **I**ndividual  
   **D**etermination

**What is AVID?**     AVID is a course that prepares high school students to succeed and be admitted to a four-year college or university.

**Who is AVID for?**     AVID is designed for students “in the middle” (such as those who have mostly B and C grades in school) and for those that are individually determined to excel in their education.

**What do students do in AVID?**

- Engage in team building and leadership activities
- Develop study skills to enhance student success
- Improve writing skills
- Organize
- Learn about the college admission process
- Discover how to get financial aid & scholarships
- Prepare for a professional career
- Visit college campuses
- Interact with guest speakers



**Who can enroll in AVID?**

*Students who...*

- ✓ Are motivated and driven to meet their personal & academic goals
- ✓ Have between a 2.0 and 3.5 GPA
- ✓ Have a superior work ethic
- ✓ Have good attendance
- ✓ Are willing to take notes in their core academic classes

**Why should I enroll in the 9<sup>th</sup> grade AVID class?**

- You will meet and work with other students who are also driven and motivated to go to a four-year college.
- Over 75% of AVID students are accepted to a 4-year college—more than the state and national averages
- AVID graduates complete college at a higher rate than non-AVID students.
- You will grow your leadership skills through community service opportunities.
- You will form strong, supportive relationships with your AVID teachers and classmates.
- You will have structures of support for your core classes.

**SHELDON HIGH SCHOOL**  
***Student Leadership Program***

**PROGRAM DESCRIPTION**

**The intent of the Student Leadership program is:**

- to resolve conflicts amongst students before they escalate
- to provide peer counseling to students who will not reach out to adults
- to act as new student buddies and mentors – live T.E.A.L.
- to build relationships – student-to-student - the R.I.T.E. way
- to promote campus-wide awareness of key teen issues (i.e. dangers of tobacco, drug abuse, bullying prevention, suicide prevention)

**REFERRAL TOPICS:**

- boyfriend/girlfriend issues
- peer relationship issues or conflicts
- problems with parents or siblings
- stress management
- problems adjusting to school
- threats/hostile environments conflicts resulting from any or all of the above

**HOW IT WORKS!!!!**

- Students may be referred to the Student Leadership Program by teachers, administrators, counselors, security staff, or by themselves.
- Referrals should be made (email or in person) to Felicia Tweedy, Counseling Secretary.
- Upon receiving a referral, Felicia will send for the two conflict managers that are “on-call” for that day of the month. Student Leadership members choose days in which they do not have tests or extra-curricular activities.
- Students in a conflict management session should not miss more than 30-40 minutes of any class.
- Conflict Management **passes** for this year will be **Bright Yellow**. Students who receive one of these passes will need to **respond immediately**. If a student is unable to respond to the pass, there are instructions on the pass with a phone extension to call Counseling.
- Teachers may **deny** a conflict management pass at any time.
- Student Leadership members are bound by **confidentiality** and may not discuss any of their sessions.
- Student Leadership members **must report any situation in which the student is being, or has been harmed, or he/she may do harm to themselves or someone else, to an adult immediately**.
- If students are involved in conflict management during a period change, those absences will be cleared through attendance by the Counseling Office.
- Due to the “on-call” calendar, no conflict manager should be repeatedly missing any class to participate in conflict management sessions. If this does occur, please contact me as soon as possible at [ssteward@egusd.net](mailto:sseward@egusd.net) so that I may investigate and correct the problem.

**OTHER COMPONENTS OF THE STUDENT LEADERSHIP PROGRAM**

- Another key component of the program is our ***new student orientation***. Student Leadership members take new students to get their I.D. card, their textbooks, give them a campus tour and walk them to each of their new classes. We welcome new students throughout the school year!!!!
- The Student Leadership Program is the organization that facilitates the ***Kids Can Food Drive*** in October/November, is responsible for **#Smile Suicide Prevention, UNITE Against Bullying, Red Ribbon Week** this year and partners with ASB for Staff Secret Pals.
- During the spring term, all Student Leadership members work together to put on the **district-wide Take A Stand... conference** for middle school leadership students.

If you have any questions/concerns regarding the program or any members of the program, please contact **Sonja Steward at [ssteward@egusd.net](mailto:sseward@egusd.net)**.



**SHELDON HIGH SCHOOL**  
 8333 KINGSBRIDGE DRIVE  
 SACRAMENTO, CA 95829  
 (916) 681-7500  
 SHS.EGUSD.NET



# SHELDON HIGH

## GET READY FOR COLLEGE CAREER AND LIFE!

### ACADEMIES AND PATHWAYS:

#### AGRICULTURE PATHWAY (FFA)

Do you love to work with soil, plants and animals? In this pathway, you will discover that careers in agriculture are in high demand and very diverse. You will have opportunities to learn about farming techniques, the environment, plant and soil health, and animal welfare. This pathway will also provide students with opportunities to gain leadership skills through Future Farmers of America (FFA) as well as work through Supervised Agricultural Experiences (SAE).

#### ARTSWORK PATHWAY

Love all aspects of art? The ARTSwork Pathway empowers students to meet the standards of excellence that foster creative exploration of the visual and performing arts within the school and community. Students will learn in an environment where they can be creative, critical-thinkers, and productive citizens who articulate ideas through various forms of art.

#### BIOTECH ACADEMY

Thinking about a career in bio-technology? In this academy students will learn advanced scientific concepts and gain cutting-edge lab skills that prepare them for both post-secondary education and employment. The academy provides a powerful school-to-career educational experience – a blend of academic instruction and on-the-job experience with local industries.

#### BUILDING TRADES PATHWAY

Love to work with hands-on projects? This pathway is designed for students interested in exploring the skilled trades associated with the building industry as well as engineering disciplines.

#### C.E.O (CREATORS «ENTREPRENEURS» ORIGINATORS) PATHWAY

Want to help change the way we live and work? Entrepreneurs can do just that by revolutionizing and improving our standard of living. Entrepreneurial ventures can create jobs and the conditions for a flourishing society. You can be your own boss and run your own company!

#### C.O.D.E (COMPUTER SCIENCE OBJECT-ORIENTED DEVELOPER EMPOWERMENT PATHWAY

Do you love all things related to computers? Students learn about careers in computer science while developing skills in problem solving and critical thinking as well as computer program development. There is projected to be 1.5 million jobs in this field by 2022. C.O.D.E has the tools you need for the 21st century while gaining practical hands on experience.

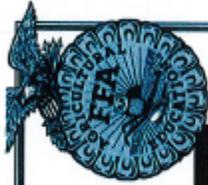
#### ENGINEERING DESIGN PATHWAY

Love to design projects? This pathway is designed for students interested in exploring and utilizing computer programs that design buildings and advanced 3D models.



NON-DISCRIMINATION and ACCESS POLICIES | District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District Superintendent. The Elk Grove Unified School District welcomes those with disabilities to participate fully in the programs, services, and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact the Career Technical Education Department at 916-686-7709 at least 18 hours before the scheduled event so that we may make every reasonable effort to accommodate you. Government Code Section 14911.2; Americans with Disabilities Act of 1990, Section 504 (31 U.S.C. Section 12112)

# Sheldon FFA Chapter Quick Facts



## What is FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success.

## Who is FFA For?

Full FFA Membership is open to those students who are enrolled in an agriculture education course at Sheldon this year. *Qualifying courses are: Intro to Ag Science, Sustainable Agriculture, Ag Biology, Animal Anatomy/Physiology, and Economics in Agriculture.* Full Members can participate in all FFA activities including field trips, chapter meetings and functions, and are eligible to participate in contest areas and earn recognitions through our chapter.

**Supervised Agricultural Experience (SAEs)** allow students to consider multiple careers, develop specific skills within an industry, and give students opportunities to APPLY what they are learning in the classroom

## What do Members Do?

Sheldon FFA Members have many opportunities to live out the FFA Motto:

### Learning to Do

Through participation in contests, known as CDE's, students demonstrate many industry related skills!

Public Speaking CDEs—Poultry Judging—Show Team—Speaking CDEs & More

### Doing to Learn

Through participation in field trips and chapter events, members gain industry knowledge!

Chapter Meetings—Industry Tours—Conventions—Field Trips & More

### Earning to Live

Full Members have Ag Projects which can result in them gaining employment or winning money!

### Living to Serve

The Sheldon FFA Chapter makes a positive difference in their community through various projects!

## What Does it Cost?

Membership in the Sheldon FFA Chapter is free!

Some FFA events and leadership conferences will cost money due to transportation, conference registration, etc.

Additional activities will be charged per event. If a member wants to join and/or attend an event but is unable to financially do so, they should see an advisor for information on potential scholarship opportunities.

## Who are the Advisors?

Ms. Chelsey Schneider has been a Sheldon FFA Advisor since 2018 and teaches Sustainable Agriculture-Biology, Chemistry/Agriscience, and Animal Anatomy and Physiology.

Ms. Alexus Hong is currently serving her first year at Sheldon High. She teaches Intro to Ag Science, Ag Economics, and Animal Anatomy & Physiology.

## How Do You Join?

Enroll in an any of our hands-on agricultural classes:

**Freshmen**—Intro to Ag Science & Sustainable Agriculture

**Sophomores**—Chemistry/Agriscience

**Juniors**—Animal Anatomy & Physiology

**Seniors**—Economics in Agriculture

## Want to Learn More...



**Instagram:** @SacSheldonFFA

**Facebook:** Sheldon High School FFA

**Remind:** Text "@sheldonff" to 81010



# ARTSwork Pathway

SHELDON HIGH SCHOOL

The mission of the ARTSwork Academy is to empower students to meet the standards of excellence that foster creative exploration of the visual and performing arts within the school and community:

- To prepare students to be creative, critical-thinking, productive citizens who articulate ideas in various forms of communication.
- To cultivate a lifelong appreciation of the role the arts play in a culturally diverse society.
- To provide students with project-based curriculum that focuses on a team approach found in many professional work environments.

The ARTSwork Academy provides a rigorous four-year plan designed to give students real world experience using problem-solving skills that are required to successfully pursue a career or post-secondary educational opportunities in a variety of arts, media and entertainment fields.



## ACADEMY BENEFITS

- Opportunity for student work to be viewed by representatives of animation studios and art colleges.
- ARTSwork Career Technical Education coursework provides a strong foundation in academic, employability and technical skills for our students.
- To provide students with guest speaker/artist experiences that reflect real-world experiences and career opportunities.

“Not only has it been a wonderful experience to be involved in both the ARTSwork classes here at Sheldon, but it has and forever will be home.”

K.S., (ARTSwork student)



## FUTURE CAREER OPTIONS

### High School Diploma

- Visual Artist
- Photographers Assistant
- Lighting Technician
- Model
- Makeup Artist
- Electronic Equipment Operator
- Camera Technician
- Broadcast Technician
- Sound Technician
- Stagehand
- Disc or Video Jockey
- Actor
- Announcer
- Voice-Over Artist
- Stunt Person
- Dolly Grip
- Focus Puller

### AA, AS Degree or Certificate

- Stage Manager
- Recording Studio Assistant
- Special Effects Coordinator
- Web Designer
- Prop Maker
- Photographer
- Graphic Designer/Artist
- Film Maker
- Camera Operator
- Screen Writer
- Photojournalist
- Courtroom Artist
- Radio/Television Broadcaster
- Gaffer
- Negative Cutter
- Key Production Grip

### BS, BA or Post-Graduate Degree

- Choreographer
- Industrial Designer
- Foreign Language Interpreter
- Publisher
- Theatre Teacher
- Technical Writer
- Fashion Designer
- Sound Engineer
- Medical Scientific Illustrator
- Media and Design Arts Instructor
- Game Designer
- Museum Curator
- Special Effects Designer
- Sound Design Editor
- Visual Effects Coordinator

## OUR BUSINESS PARTNERS

- Crocker Art Museum
- Disney Family Museum
- ABC10
- Wacom
- Sacramento State, Department of Art
- Sacramento State, Department of Theatre and Dance
- Sacramento City College
- Cosumnes River College, Photography
- Sacramento County Office of Education
- Garibaldi
- Sacramento Theatre Company
- California Musical Theatre / Music Circus and Broadway Sacramento
- Green Valley Theatre Company
- Fired Alpha Arts
- Academy of Art University
- SARTA, Sacramento Area Regional Theatre Alliance
- Sacramento Master Singers
- Oregon Shakespeare Festival
- Sacramento Artists Council

NON-DISCRIMINATION AND ACCESS POLICIES: District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District Superintendent. The Elk Grove Unified School District welcomes those with disabilities to participate fully in the programs, services, and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact the Career Technical Education Department at 916-686-7909 at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. Government Code: Section 54823.3, Americans with Disabilities Act of 1990, Section 202 (a) U.S.C., Section 10121.

### ARTSwork Pathway

Industry Sector: Arts, Media and Entertainment | Pathway: Design, Visual, and Media Arts  
 Industry Sector: Arts, Media and Entertainment | Pathway: Performing Arts

## SAMPLE CAREER-THEMED COURSES\*

\* The sample programs of study outlined below lists academy-specific courses and does not include the full list of graduation requirements in writing, math, VAPA, WL, etc. These courses are subject to change based upon industry trends.

\*\* This course meets the graduation requirement and UC and CSU Visual and Performing Arts requirements

### Animation

9th Grade	Animation 1: This course introduces students to the fundamentals of animation and computer graphics. Students will learn basic concepts, methods and techniques through hands-on experiences and projects directly related to multimedia art.
10th Grade	Animation 2: This course introduces students to the fundamentals of animation and motion graphics. The curriculum is geared toward individuals who wish to use and develop their creative expression skills, in conjunction with professional-level computer software techniques, to create multimedia art.
11th Grade	Advanced Animation: This course is the capstone course in a high school course series of Animation I and Animation II to complete an introduction to a comprehensive animation and multimedia design training. This is a Project-Based course focusing on the use of current industry software in digital animation.
12th Grade	Entertainment Art and Design (Game Design): This course will offer participation, discussion, guest presentations and projects on the developing culture and technology of computer and video game design as well as an introduction to virtual reality systems.

### Theatre

9th Grade	Theatre 1**: This course is designed to give students experience with the stage, pantomime, movement, improvisation, dramatic literature and scene presentation.
10th Grade	Theatre II and/or Theatre III: This course is designed to continue developing and refining student experiences with the stage, presentation of scenes and working with one-act plays.
11th Grade	Advanced Theatre: This course is designed for the dedicated student who wants a total performing class, with student selection and direction of performances.
12th Grade	Advanced Theatre Performance: This course is designed to give students increased rigor in the areas of stage performance, stage management, technical work and direction.

### Visual Communications

9th-10th Grade	Art 1**: This course introduces students to the fundamentals of drawing, painting, art history, art appreciation and aesthetic judgment.
10th-11th Grade	Commercial Art: This course provides students the opportunity to learn airbrush, painting drawing and digital techniques suitable for an intermediate design and illustration portfolio.
12th Grade	Advanced Graphic Communications: This course allows students to prepare a portfolio of original artwork using traditional hand-drawn as well as digital media.



## CONTACT INFORMATION



Sheldon High School

ARTSwork Pathway

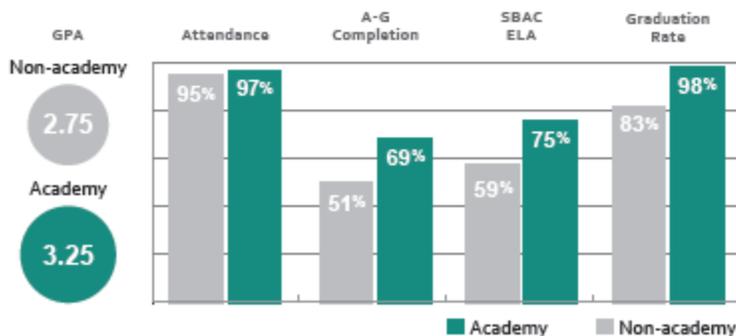
Tel: 916.681-7500

Email: SHSARTSwork@egusd.net

jchoward@egusd.net

Web: www.EGUSDExplore.com

## ACADEMY VS. NON-ACADEMY DATA (DISTRICT-WIDE)



www.EGUSDExplore.com

# Courses within ARTSwork

## Scope & Sequence within each discipline

All Areas within ARTSwork have VAPA Intern positions that range from 8-18 weeks.

### DANCE

- Jazz Dance 1
- Jazz Dance 2
- Jazz Dance 3
- Dance Composition & Performance 1
- Dance Composition & Performance 2
- Dance Composition & Performance 3 & 4

### THEATRE

- Theatre 1
- Theatre 2
- Theatre 3
- Advanced Theatre
- Children's Theatre/Play Productions
- Advanced Children's Theatre
- Drama Productions

### INSTRUMENTAL MUSIC

- Intro to Concert Band
- Intermediate Band (Symphonic Band)
- Marching Band
- Jazz Band 1 & 2
- String Orchestra
- Guitar 1
- Guitar 2
- Piano Lab
- AP Music Theory

### VOCAL MUSIC

- Treble Choir
- Vocal Ensemble
- Concert Choir
- Commercial Art
- Honors Art/AP Studio Art
- CTE/ROP: Visual Communications

### VISUAL ART

- Art 1
- Art 2
- Art 3
- Ceramics 1
- Ceramics 2
- Ceramics 3
- Ceramics 4
- 3D Art/Sculpture
- Photography 1
- Photography 2
- Photography 3
- Photography 4
- AP Studio Art/2D
- Animation 1
- Animation 2
- Animation 3

### CERAMICS

- Animation Independent Study
- CTE/ROP Animation

### PHOTOGRAPHY

- Animation Independent Study
- CTE/ROP Animation

### ANIMATION

- Animation Independent Study
- CTE/ROP Animation

Here's what our ARTSwork students say...

"Theatre is a useful elective that becomes helpful because it's like Public Speaking. It's just all around helpful and teaches good values like friendship and working together." *JH, 12<sup>th</sup> grade*

"Art isn't just a way to express yourself, it's a way to find others who think and feel like you do—it's my safe place." *HD, 12<sup>th</sup> grade*

"Dance has given me a way to express myself and be part of something bigger than myself—I've learned about the world beyond high school." *LP, 11<sup>th</sup> grade*

"I've learned to appreciate the art of Theatre. I built friendships and learned to work hard. I learned I had the ability to perform." *AB, 11<sup>th</sup> grade*

"I love(d) this class (Theatre). I learned a lot and it was stuff that really matters and can be applied to life—cooperation, confidence, how to criticize constructively. It's not just a one-time-use formula, but instead life lessons." *EB, 12<sup>th</sup> grade*

"Art is an understanding of the creative mind...to me, it's expressing and communicating in a visual way about the world around us." *JK, 12<sup>th</sup> grade*

The art classes at Sheldon are my safe space to find inspiration. They have become and will always be my home." *KS, 12<sup>th</sup> grade*

"Theatre helped me be more comfortable and more confident about myself. It made me grow as an individual. I can really express myself and I learned that I am actually good at something." *MC, 10<sup>th</sup> grade*

"Not only has it been a wonderful experience to be involved in both the visual and performing arts classes here at Sheldon, but it has and forever will be home." *KS, 12<sup>th</sup> grade*

"Music has opened a world of possibilities and performing and competing has built my confidence." *MM, 10<sup>th</sup> grade*



ARTSwork classes have given students an opportunity to become part of a team—a team that works, performs and competes together—an experience that gives students something to be proud of past their high school years.



# Biotechnology Academy (BTA)

## SHELDON HIGH SCHOOL

The Biotech Academy is for students interested in science-related occupations. Students learn advanced scientific concepts and cutting-edge lab skills that prepare them for both post-secondary education and employment. The academy provides a powerful school-to-career educational experience – a blend of academic instruction and on-the-job experience with local industries.

The BTA prepares students for both post-secondary education and employment in the current and emerging high-growth science career labor market. The Biotechnology Academy meets the needs of all students by combining ongoing and direct contact with local and regional industries and post-secondary institutions with rigorous, integrated academic instruction and meaningful, on-the-job experiences.



“ I just finished my 3rd year of med school, finished all of my clinical rotations and am now studying for my boards. I wanted to thank the Biotech Academy for stimulating my interest in science while I was in high school and acknowledge again that I would not be in the place that I am without it.

JOEY CHIN (CJO 2007)



### ACADEMY BENEFITS

- Curriculum focused on a career theme and coordinated with related academic classes.
- Team of teachers who work together to plan and implement the program.
- Motivational activities with private sector involvement to encourage academic and occupational preparation, such as: integrated and project-based curriculum, mentor program, classroom speakers, field trips, and exploration of postsecondary and career options.
- Work place learning opportunities such as job shadowing, student internships, and work experience.

### FUTURE CAREER OPTIONS

#### High School Diploma

- Physical Therapy Assistant
- Respiratory Care Practitioner
- Optometric Assistant
- Medical Assistant
- Medical Office Secretary
- Home Health Aide
- Laboratory Assistant
- Pharmacy Aide
- Dental Assistant
- Medical Equipment Preparers
- Personal and Home Care Aide
- Psychiatric Aides
- Veterinary Assistants
- Laboratory Animal Caretakers
- Biotechnology Assistant
- Central Supply Aide
- Geriatric Assistant

#### AA, AS Degree or Certificate

- Certified Nursing Assistant
- Pharmacy Technician
- Registered Nurses (2 yr)
- Paramedic
- Operating Room Technician
- Medical Records Technician
- Emergency Medical Tech
- Licensed Vocational Nurse
- Radiology Technologist
- Dental Lab Tech
- Respiratory Therapists
- Cardiovascular Technologists
- Dental Hygienist
- Diagnostic Medical Sonographers
- Biomedical Tech
- Environmental Services Tech
- Gerontologist

#### BS or BA Degree

- Surgeons
- Speech-Language Pathologists
- Registered Nurses (4 yr)
- Pharmacists
- Physicians
- Orthodontists
- Nurse Practitioner
- Anesthesiologists
- Athletic Trainers
- Dietitians and Nutritionists
- Clinical Trials Researcher
- Biomedical Chemist
- Geneticist
- Health Services Administrator
- Industrial Hygienist
- Materials Management
- Medical/Public Health Social Workers

### OUR BUSINESS PARTNERS

- BloodSource
- UC Davis Biotechnology program
- California State University, Sacramento
- American River College
- Novozymes
- Arcadia Biosciences
- Bayer Crop Science
- California Institute for Regenerative Medicine
- Sacramento Zoo
- Seminis Seeds
- California Northstate University

NON-DISCRIMINATION and ACCESS POLICIES | District programs and activities shall be free from discrimination, including harassment and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, ethnicity, race, ethnicity, color, ancestry, religion, sexual orientation, age, mental or physical status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school-sponsored activity within a school under the jurisdiction of the District Superintendent. The District's website (www.sdsdsd.k12.ca.us) contains the full text of this policy. For more information, please contact the Career Technical Education Department at 916-779-6100 or visit the website for the school district to which you are applying for admission. Government Code Section 54923.2; Americans with Disabilities Act of 1990, Section 504; S.C. Section 51.021.

## Biotechnology Academy (BTA)

Industry Sector: Health Science and Medical Technology | Pathway: Biotechnology

### CAREER THEMED COURSES

\*The sample program of study outlined below lists academy-specific courses and does not include the full list of graduation requirements in writing, math, VAPA, WL, etc.

<b>9th Grade</b>	<b>Biotech I:</b> A base-level course designed to introduce students to the history of Biotech, laboratory skills and current biotech applications. The biotech focus of this course will be on basic cell biology.
<b>10th Grade</b>	<b>Biotech II:</b> This course emphasizes the historical, legal and ethical concepts in Biotech. Biotech II will also explore the numerous opportunities available in the field of Biotech.
<b>11th Grade</b>	<b>Microbiology:</b> This course provides structure and function of pathogenic and nonpathogenic microorganisms studied in theory and in practice with an emphasis upon techniques and rationale used in modern laboratories.
<b>12th Grade</b>	<b>Molecular Biotechnology:</b> This laboratory-based course emphasizes beginning recombinant DNA technology. Specific lab techniques will be emphasized for students entering the medical, agricultural and scientific professional.

### How to Apply

Applications are available in the Sheldon or Smedberg Counseling offices and on Sheldon the website:

<http://shs.egusd.net/>

### CONTACT INFORMATION



Sheldon High School  
Biotechnology Academy

<https://sheldonbiotech.wixsite.com/shsbta>

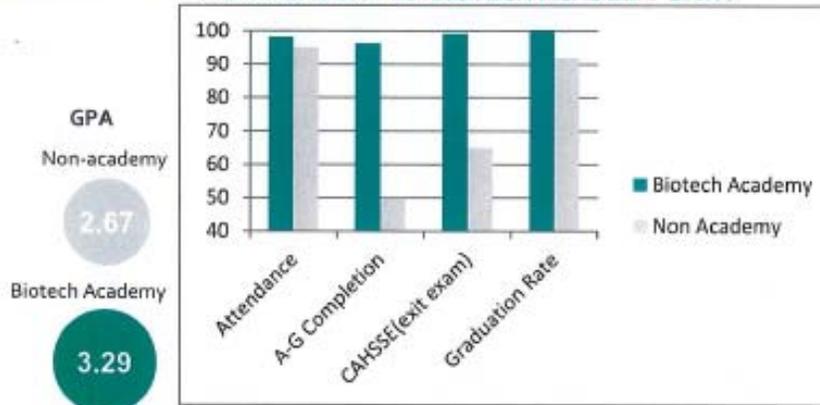
[jcecil@egusd.net](mailto:jcecil@egusd.net)  
[kagarret@egusd.net](mailto:kagarret@egusd.net)  
[jbrennan@egusd.net](mailto:jbrennan@egusd.net)  
[lziegenh@egusd.net](mailto:lziegenh@egusd.net)



For general information about EGUSD's academies and pathways:  
Web: [EgusdExplore.com](http://EgusdExplore.com)  
Phone: 916.686.7709  
Email: [Explore@egusd.net](mailto:Explore@egusd.net)

### ACADEMY STUDENT DATA

#### NON-ACADEMY vs BIOTECH ACADEMY DATA



### INTERNSHIPS

- Twenty BTA have served paid summer internships with the California Institute for Regenerative Medicine.
- Many of BTA students have participated in research teams and have had work published in prestigious scientific journals.



# HEY INCOMING FRESHMEN!



## WELCOME TO SHELDON HIGH SCHOOL!

IF YOU ARE INTERESTED IN ANY OF THE ITEMS BELOW, CONSIDER JOINING BAND!



**LEARN**  
A NEW INSTRUMENT?



**MAKE**  
NEW FRIENDS?



**PERFORM**  
AT CONCERTS?

## ABOUT OUR **BAND**

Here at Sheldon High's Music Program, we put a lot of emphasis on community. Many of us joined the several options provided to us to get a sense of being around other people and learning how to be a better person. You will have many opportunities to help people in and outside of band, with the many unique events and entertainment we provide for the community. Everyone here will have your back, and provide you with the support that you need as you grow throughout your time here in the program. Learn new things, create bonds with everyone, and perform with enthusiasm!

Created by: Aiden Petersen

