

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## SHENANDOAH HIGH – 2009-10

### OUR SCHOOL

In 2001, the El Dorado Union High School District contracted with Big Picture Learning, a nonprofit educational reform group, to assist in designing Shenandoah High School, a charter high school. The school opened in the fall of 2002 with an initial class of 30 ninth graders and two teachers. On May 27, 2006, Shenandoah graduated its first class. Commencement exercises for the class of 2010 will be held on May 29<sup>th</sup>. The curriculum design takes a fundamentally different approach to teaching and learning by integrating existing reform ideas with a focus on how students learn best. At Shenandoah High School, each student works with an advisor, a parent or guardian, and a workplace mentor to design a personalized curriculum based on the student's interests and passions. Students work at non-paid internships in community businesses and organizations two days each week, learning academic skills through real world problem solving. Senior Institute students (11<sup>th</sup> and 12<sup>th</sup> grade) are highly encouraged to enroll in advanced education opportunities through Folsom Lake College. In 2007-08, 42% of Senior Institute students were enrolled in college courses. In the fall of 2009, 22% of eligible students took college courses.

Shenandoah High School engages each student in learning by working with the student and his or her parents to create an individualized learning plan that incorporates project based learning, internships, and community service. This non-traditional approach to learning is designed to foster individual responsibility for learning, skill building, critical thinking and problem solving experiences, and to build qualities crucial to success beyond high school. To insure that these Learning Plans prepare students to succeed in college and life beyond, Shenandoah High School has defined five academically applied Learning Goals that each student must meet in order to graduate. These goal areas are:

- Empirical Reasoning—**  
“How do I prove it?”
- Quantitative Reasoning—**  
“How do I measure or represent it?”
- Communication—**  
“How do I take in and express information?”
- Social Reasoning—**  
“What do other people have to say about this?”
- Personal Qualities—**  
“What do I bring to this process?”

A graduate of Shenandoah High School is a responsible self-directed learner who has the skills and experience to

initiate, present, and carry out a meaningful and challenging project in a professional manner.

Shenandoah High School is one of over 80 model schools in the nation, and internationally, Big Picture Learning has schools in the Netherlands, Israel, Australia, and is continuing to grow. The curriculum is based on a design developed by Big Picture Learning in which students are engaged in their own education through personalized learning, authentic work with adult mentors, a strong sense of school culture, and the involvement of families, the local community and area businesses. Shenandoah embraces the philosophy of educating one student at a time. Shenandoah provides a rigorous curriculum that can be tailored to meet the needs and goals of each student.

### SUPPORT SERVICES

A large group of professionals, parents, and other family members support each student in the development of his or her particular learning plan. The professional staff involved may include psychologists, resource teachers, nurses, advisors, administrators, and mentors. Parents are required to be actively involved in plan development also. All are focused on creating a learning plan that is individualized for each particular student.

Shenandoah's special education students receive needed support services from a school psychologist, resource teacher, a school nurse, and other professionals. Testing and Individual Education Plan (IEP) meetings are among these services.

A major portion of the program involves placing students in internships with local businesses. This is one of the many jobs done by the Learning Through Internship Coordinator. She is also responsible for coaching students on phone etiquette, job interviewing skills, professional courtesy, and responsibility. Her goal is to maintain positive relations with the professional community and find internships that match students' passions and interests.

Students and families may be referred to a variety of service agencies including New Morning if they are experiencing problems with family dynamics, drugs or alcohol, or any crisis situation.

### LEARNING CLIMATE

Shenandoah High School was established to better meet the educational needs of students who prefer a small learning

\*YH-ZC300 RCO OH-TROPMA FACZZA\*YH-ZC300 RCO OH-TROPMA FACZZA

HOOR OOEZJ-YH-ZC300 RCO OH-TROPMA FACZZA\*YH-ZC300 RCO OH-TROPMA FACZZA

environment. By educating “One Student at a Time,” Shenandoah assists students in accelerating learning at their own pace. When students are ready, they pursue advanced learning opportunities through community college, summer immersion programs, and other specialized studies. In 2003-04, 15% of Shenandoah students were enrolled in community college classes. In 2004-05, 40% of the juniors were taking one or more college classes. By 2005-06 Shenandoah High School students had completed 87 community college courses and enjoyed as a group a cumulative college GPA of 3.45. In 2007-08, 42% of juniors and seniors were enrolled in college courses. In 2008-09, 15% of eligible students participated in the advanced program.

The fundamental principle of Shenandoah is blending school-based learning with real-world experiences. Students learn from performing jobs or solving problems with real outcomes and products that matter to the community. Internships, community service projects, travel, and other experiences that involve students working side by side with adults are all the basis of learning.

The Shenandoah High School community works to build a culture of respect and safety for all students. In 2009, the rate of suspensions was 15.8% and the expulsion rate was 1%. In 2008, the suspension rate was 27% and the expulsion rate was 2.4%. In 2007, the school had a suspension rate of 14% and an expulsion rate of 0.

## CURRICULUM

Much of Shenandoah’s curriculum is developed around the individual interests of each student. The curriculum is based on skills that students need to pass the California High School Exit Exam and college entrance examinations.

Using an individual interest as a starting point, the student, teacher/advisor, and parent develop curriculum for a student that is documented in the Individual Learning Plan. This plan defines the academic goals that a student will work on and the products that a student will complete and present as evidence of meeting goals. Specific grade level expectations are incorporated into the Individual Learning Plan. The individual curriculum is structured around school projects and internships. Students typically do one or two internships per year for two days per week. The internship is designed to benefit the internship organization/business while advancing the student’s learning goals.

During the school day, students meet with an advisory group, work on individual and small-group activities, receive direct instruction or mentoring from their teacher/advisor, and carry out their Individual Learning Plan by working on or learning skills for a school project and internship projects. Eligible students who meet expectations are encouraged to take classes at the community college in their junior and senior years.

Professional growth activities for staff include district and school site training programs, conferences, seminars, college classes, and individualized programs. The district provides funds for professional growth opportunities. The school has staff collaboration every Monday.

In addition, Shenandoah’s association with Big Picture Learning provides ongoing staff development during the summer and school year. Big Picture also provides coaching in person and through videoconferencing and meets with staff throughout the year.

## INSTRUCTIONAL MATERIALS

Instructional materials are of high quality with priority given to maintaining current standards. The District expended about \$1,509,144 for new textbooks and other materials in the 2007-08 school year. Additionally, Shenandoah utilizes self-paced online programs in math and science and for remediation.

### School-to-Work-Transition

Most Shenandoah students will participate in a minimum of four internships during their high school career. This offers students the unique opportunity to explore many different career choices. Through these internships students learn needed academic skills. In addition, they learn valuable personal and professional skills necessary in the business world. Many students participate in Regional Occupational Programs (ROP) as part of their individual learning plan.

### School-to-College-Transition

Shenandoah High School believes all students should have the opportunity to pursue education beyond high school. All students at Shenandoah are encouraged in their senior year to apply to college. They and their families are provided with support throughout the college application process, as well as the financial aid and scholarship process. Additionally, students in their junior and senior years are encouraged to take appropriate courses through the advanced education program at Folsom Lake Community College. When students graduate from Shenandoah High School, they will be ready to go on to college or into the workforce, having learned how to be critical thinkers and having had many meaningful interactions with adults in the business world. The school program is designed to empower all graduates to make a smooth transition from high school to post-secondary pursuits. Students at Shenandoah participate in post-high school planning at every grade level.

Questions regarding any of the information presented in this report should be directed to Ann Curtis, Director, at 622-6212.

Statistical data regarding student performance, school facilities, teachers, textbooks, class size, enrollment, and school finance may be found on the following pages.

# STUDENT PERFORMANCE

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	49	56	56	63	65	68	43	46	50
Mathematics	8	7	7	39	42	43	40	43	46
Science	28	39	0	59	64	68	38	46	50
History-Social Science	11	17	43	49	57	64	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
White (not Hispanic)	60	6		49
Male	49	6		64
Female	64	9		19
Economically Disadvantaged	50	5		43

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	51.7	53.8	65.2	72.2	74.0	75.5	48.6	52.9	52.0
Mathematics	53.3	33.3	69.6	73.2	75.0	77.0	49.9	51.3	53.3

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.8	26.1	39.1	30.4	65.2	4.3
Male	38.5	30.8	30.8	23.1	69.2	7.7
Female	*	*	*	*	*	*
White (not Hispanic)	35.0	25.0	40.0	35.0	60.0	5.0

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.5	17.6	0.0

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

# ACCOUNTABILITY

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

## 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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6 *	6 *	6 *
Similar Schools	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	17	-3	24	743 *
White (not Hispanic)	19	4	37	760

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in El Dorado Union High School District identified as a PI school.

# SCHOOL COMPLETION

## Admission Requirements for California Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a

CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	1.6	2.3	0.8	1.3	2.1	1.4	3.5	4.4	3.9
Graduation Rate		93.1	88.0	93.4	93.7	92.6	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	93%	97%	N/A
African American	NA	100%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	100%	100%	N/A
Filipino	NA	100%	N/A
Hispanic or Latino	100%	92%	N/A
Pacific Islander	NA	100%	N/A
White (not Hispanic)	91%	98%	N/A
Socioeconomically Disadvantaged	100%	96%	N/A
English Learners	NA	95%	N/A
Students with Disabilities	75%	95%	N/A

## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	3
Percent of the school's pupils completing a CTE program and earning a high school diploma	67
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	82.1
Graduates Who Completed All Courses Required for UC/CSU Admission	

## SCHOOL FACILITIES AND SAFETY

Shenandoah High School is a relatively new facility located on 20 acres adjacent to Union Mine High School in El Dorado County. This acreage is shared with the Central Sierra Regional Occupational Program and will continue to be developed over the next several years. Currently, we have five classrooms, a commons area, rest rooms, and office space.

Shenandoah emphasizes individual responsibility and decision-making and maintains clear expectations for appropriate student behavior. The school fosters a culture of mutual acceptance and respect.

Emergency procedures have been developed and put in place. School Safety Plans are reviewed in the fall of the school year.

### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces	✓				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				
<b>Overall Rating</b>	Exemplary				

In response to the Asbestos Hazard Emergency Response Act (AHERA 1986) all district facility buildings containing asbestos have been mitigated and continue to be re-inspected every three years as required by USEPA. Additionally, the six-month surveillance inspections are completed by outside contractors every six months as required by USEPA. The district maintains (on file) a management plan for removal of materials and a record of the aforementioned inspections.

## TEACHERS

In 2002-03, Shenandoah opened its doors with two fully credentialed teachers. In 2003-04, two additional teachers were added to accommodate another incoming class of freshman. Currently, there are four advisors for approximately 105 students. Each teacher has an advisory class of 25-28 students. These teachers play a role in the total education of each of their students. They advise, coach, and guide in developing curriculum projects that are directly related to the student's interests. The teacher/advisor, along with the student, parent(s), and mentors, make up the student's learning team. Advisors teach classes that are multi-grade level, and a student may remain with a teacher over multiple years.

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	6	5	327
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.1	0.9
High-Poverty Schools in District		
Low-Poverty Schools in District	99.4	0.6

# CURRICULUM AND INSTRUCTIONAL MATERIALS

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	English 1: <b>Literature</b> , McDougal Littell, 2009 - 9 <sup>th</sup> Edition (6/23/2009) English 2: <b>Elements of Literature</b> , w/readings in World Literature – 4 <sup>th</sup> Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: <b>The Language of Literature</b> , McDougal Littell, 2002 (6/8/2004) English 4: <b>Elements of Literature</b> , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); <b>Literature and Language Arts</b> – UMHS, Holt Rinehart Winston, 2003 (5/20/2003).	0
Mathematics	Algebra Foundations: <b>CA Algebra Readiness: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Algebra 1: <b>Algebra 1</b> , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: <b>Geometry</b> , McDougal Littell, 2001 - 1 <sup>st</sup> Edition (4/2000) Algebra 2: <b>Algebra 2: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: <b>Algebra 2</b> , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: <b>Pre-Calculus a Graphing Approach</b> , Holt Rinehart Winston, 2002 (5/20/2003)	0
Science	Physical/Earth Science: <b>Glencoe Science: Earth Science, Geology, the Environment</b> , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: <b>Biology, Visualizing Life</b> – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); <b>Modern Biology</b> – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: <b>Chemistry</b> , Prentice Hall, 2005 (6/13/2006) Physics: <b>Physics</b> , Holt Rinehart Winston, 2009 (6/23/2009)	0
History-Social Science	World History: <b>The Modern World</b> , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: <b>Pursuing American Ideals</b> , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: <b>Magruder's American Government</b> , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: <b>Economics, Principles and Practices</b> , Glencoe, 2005, (6/13/2006) Sociology: <b>Sociology and You</b> , Glencoe, 2003 (6/14/2005) Psychology: <b>Understanding Psychology</b> , Glencoe, 2003 (6/14/2005)	0
Foreign Language	Spanish 1-3: <b>Realidades – Books 1-3</b> , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: <b>Nuevas Vistas</b> , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: <b>Deutsch Aktuell – Levels 1-3</b> , EMC/Paradigm, 2004/05 (5/12/2009) French 1-4: <b>Discovering French Nouveau, Levels 1-3</b> , McDougal Littell, 2004 (6/14/2005) Italian 1-4: <b>Oggi in Italia</b> , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
Health	Health: <b>Glencoe Health</b> , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students.	0

## CLASS SIZE AND ENROLLMENT

Shenandoah High School students are members of an approximately 26-student advisory. These students will remain with an advisor for multiple years. The lower student-to-teacher ratio provides for a more personalized learning environment where students are known well by their teachers, mentors, and each other. Each student develops a personalized Learning Plan that he or she creates with a teacher, parent(s), and mentors from local businesses and the community. Personalization can only occur in small communities. Shenandoah High School is committed to maintaining a school environment that accommodates no more than approximately 150 students.

Student progress and performance on the individual learning plans are monitored through trimester exhibitions of student work based on the school goal areas (Empirical Reasoning, Quantitative Reasoning, Communication, Social Reasoning, and Personal Qualities).

Each student maintains a portfolio to document evidence of what they have learned that includes products specified in the individual learning plan, evidence of progress on school goal areas, reflections on learning, and a written performance evaluation from the internship mentor. At the end of each trimester, each student presents an hour-long exhibition, sharing what he or she has accomplished and learned, both in the internships and on campus. These exhibitions are attended by fellow students, staff, parents, and mentors. All members of the exhibition panel are asked to complete a feedback form, commenting on completeness and strengths of the exhibition, and giving suggestions for possible improvements. Teachers/advisors then write a narrative evaluation of each student based on this exhibition of their learning, portfolio work, and other daily examples of learning. Credits and grades are granted at the end of the year based on a portfolio review of student work.

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0		1			0				0		
Mathematics	26.0		1	25.0		1		28.0		1		
Science	25.5		2									
Social Science	26.0		1									

### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	25
Grade 10	24
Grade 11	23
Grade 12	29
Total Enrollment	101

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
American Indian or Alaska Native	4.95 %
Asian	2.97 %
Hispanic or Latino	8.91 %
White (not Hispanic)	75.25 %
Multiple or No Response	7.92 %
Socioeconomically Disadvantaged	28.00 %
Students with Disabilities	9.00 %

## SCHOOL FINANCES

Shenandoah opened as a charter high school belonging to the El Dorado Union High School District. The school was funded by State grant funds for the first year. The Charter School Implementation Grant totaling \$149,000 expired on December 1, 2002.

The school currently has a 60% academic classroom time and 40% internship. As a result, the school recently applied for a funding determination for non-seat time charter schools and received the maximum determination of five years at 100%.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,000	\$666	\$7,334	\$53,059
District	\$8,116	\$2,342	\$5,774	\$67,219
Percent Difference – School Site and District	-1.4%	-71.6%	27%	-21%
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	33%	-22.3%

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,810
Mid-Range Teacher Salary	\$58,046	\$69,375
Highest Teacher Salary	\$84,216	\$89,104
Average Principal Salary (High)	\$131,465	\$126,901
Superintendent Salary	\$182,087	\$198,563
Percent of Budget for Teacher Salaries	38.20 %	37.30 %
Percent of Budget for Administrative Salaries	6.00 %	5.20 %