

N. A. Chaderjian High School

School Accountability Report Card

reported for school year 2013-14; published in 2015

School	N. A. Chaderjian High School	District	California Education Authority
CDS Code	39-32276-3990025	CD Code	34-32276
Address	7650 S. Newcastle Rd	Department	Corrections and Rehabilitation
Grades	9 - 12	Division	Juvenile Justice
Principal	Dr. Pat Davies	Superintendent	Tami McKee-Sani
Phone	(209) 944-6444	Phone	(916) 322-5759
Email	'pat.davies@cdcr.ca.gov'	Email	Tami.McKee-Sani@cdcr.ca.gov
Accreditation	WASC to June 30, 2016	Website	'www.cdcr.ca.gov'

School Description

N. A. Chaderjian High School is a WASC-accredited comprehensive high school located inside N. A. Chaderjian Youth Correctional Facility. Incarcerated male juvenile offenders have the opportunity to earn high school diplomas, GEDs, and AA degrees from a fully-credentialed faculty offering standards-based curricula aligned with common core state standards. Although most data in this report pertain to undergraduates, our facility also houses youth who are high school graduates and therefore are participating only in vocational classes, work experience jobs, and college courses.

Mission Statement

The faculty of N. A. Chaderjian High School empowers all students to become involved responsible citizens in their communities by providing quality educational opportunities to develop the skills needed for the following:

- Engaging in education and life-long learning
- Effective Communication
- Creative as well as innovative thinking
- Being productive in the workplace

Vision Statement

“Helping Build Strong & Safe Communities by Investing in the Future of Our Youth.”

Cumulative Undergraduate Enrollment from 7/1/13 to 6/30/14

Due to the transient nature of a correctional rehabilitation center, our school serviced **461** undergraduates during the course of the 2013-14 schoolyear.

Snapshot Undergraduate Enrollment on 10/2/13 (CDE 2013-14 Census Day)

On 10/2/13, our one-day enrollment consisted of 143 undergraduates, as disaggregated below:

by ethnicity	ethnic totals	ethnic percentage
Black	47	33%
Native	0	0%
Asian	3	2%
Filipino	0	0%
Hispanic	74	52%
Pac Isle/Hawaiian	2	1%
White	17	12%
Multiple Races	0	0%
category totals	143	100%

by grade	grade totals	grade percentage
9 th	6	4%
10 th	25	18%
11 th	47	33%
12 th	65	45%
category totals	143	100%

by gender	gender totals	gender percentage
Male	143	100%
Female	N/A	N/A
gender totals	143	100%

by subgroup	subgroup totals	subgroup percentage
English Learners	17	12%
Students with Disabilities	54	38%
Socioeconomically Disadvantaged	143	100%

A. CONDITIONS OF LEARNING

State Priority: Basic

Core Academics Taught by Highly Qualified Teachers

	Percent of Classes in Core Academic Subjects 2013-14	
	Directly Taught by Highly Qualified Teachers	Not Directly Taught by Highly Qualified Teachers
This School	92.3%	7.7%
All Schools in District	93.8%	6.2%
High-Poverty Schools in District	93.8%	6.2%
Low-Poverty Schools in District	n/a	n/a

Teachers

Credentials	School (NACHS)			District
	2012-13	2013-14	2014-15	2014-15
Teachers				
PFT with Full Credential ¹	27	23	17	67
PFT without Full Credential	0	0	0	0
FTE teaching outside subject area of competence ²	0	4.4	1.9	4.9
	School (NACHS)			
Mis-assignments	2012-13	2013-14	2014-15	
Mis-assignment of teachers of English learners	0	0	0	
Total teacher mis-assignments	2	0	0	
Vacancies				
Vacant teacher positions	2	2	3	

Quality, Currency, and Availability of Textbooks

Common Core State Standards Aligned						
Subject	Textbook Title	Publisher	Copyright	Adopted	Cycle	% pupils lacking own copy
English	Holt McDougal Literature—Grade 9	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 10	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 11	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 12	Houghton Mifflin	2012	2014	currently in use	0%
Math	Algebra 1: Common Core	Pearson	2012	2014	currently in use	0%
	Algebra 2: Common Core	Pearson	2012	2014	currently in use	0%
	Geometry: Common Core	Pearson	2012	2014	currently in use	0%
Science	Earth Science: Geology, the Environment, and the Universe	Glencoe	2013	2014	currently in use	0%
Social Science	World History: The Modern Era	Prentice-Hall	2014	2014	currently in use	0%
	US History: Reconstruction to the Present	Prentice-Hall	2013	2014	currently in use	0%
	MaGruder's American Government	Pearson	2013	2014	currently in use	0%
	Prentice-Hall Economics	Pearson	2013	2014	currently in use	0%

California Content Standards Aligned						
Subject	Textbook Title	Publisher	Copy-right	Adopted	cycle	% pupils lacking own copy
Math	Pre-Algebra	Prentice Hall	2001	2005	currently in use	0%
	Math with Business Applications	Glencoe	2007	2007	currently in use	0%
Science	Biology	Pearson / Prentice Hall	2007	2012	currently in use	0%
Art	Art in Focus	Glencoe	2006	2006	currently in use	0%
Health	Pearson Health	Pearson	2014	2014	currently in use	0%

Supplemental Texts				
Textbook Title	Publisher	Copyright	Adopted	cycle
Creating and Understanding Drawings	Glencoe	2006	2006	currently in use as supplemental text/resource
Longman Keystone A, B, C, Basics	Pearson	2010	2010	in use for remediation
Longman Keys to Learning	Pearson	2010	2010	in use for remediation
California Math Triumphs	McGraw-Hill	2007	2014	in use for remediation
MaGruder's American Government (Foundations)	Pearson	2010	2014	in use for remediation
Prentice-Hall Economics (Foundations)	Pearson	2013	2014	in use for remediation
C&C Earth Science	Pearson	2009	2014	in use as supplemental text/resource
C&C Life Science	Pearson	2009	2014	in use as supplemental text/resource
Pacemaker World History	Globe Fearon	2002	2005	in use for remediation (limited)
Pacemaker United States History	Globe Fearon	2004	2005	In use for remediation (limited)
Pacemaker American Government	Globe Fearon	2001	2005	in use for remediation (limited)
Pacemaker Economics	Globe Fearon	2001	2005	in use for remediation (limited)
Pacemaker Math	Globe Fearon	2000	2005	in use for remediation (limited)

Foreign language materials are not stocked, since such courses are not offered in our district. Science lab equipment is not used due to security risks with an offender student body.

Facility Conditions and Improvements

School cleanliness is ensured by student work experience crews performing cleaning under security supervision. School repair is handled by the facility Plant Operations department using an electronic work-order system.

Facility Repair Status

System	Exemplary	Good	Fair	Poor
Gas, Heat, Cooling			x	
Interiors		x		
Cleanliness		x		
Electrical			x	
Water		x		
Safety		x		
Structural		x		
External		x		
Overall Rating		x		

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

Percent of Students at the Proficient or Advanced Level in Natural Science

CAASPP/STAR SCIENCE 3-Year State-District-School Comparison

2011-12 STAR	California State	60%
	CEA District	3.3%
	NACHS School	3.1%
2012-13 STAR	California State	47%
	CEA District	5.0%
	NACHS School	4%
2013-14 CASSPP	California State	56%
	CEA District	11%
	NACHS School	11%

CAASPP SCIENCE 1-Year SCHOOL Disaggregation

2013-14 NACHS by ethnicity	Black	—
	Native American	—
	Asian	none tested
	Filipino	none tested
	Hispanic	—
	Pac Isle/Hawaiian	none tested
	White	—
Multiple Races	none tested	
by gender	male	—
	female	N/A
by subgroup	English Learners	—
	Students with Disabilities	—
	Socioeconomically Disadvantaged	11%
	Migrant Education Students	none tested

Percent of Students at the Proficient or Advanced Level			
	ELA	Math	Social Science

STAR 3-Year State-District-School Comparison

2010-11	California State	54%	50%	48%
	CEA District	2%	—	1%
	NACHS School	2%	—	2%

2011-12	California State	56%	51%	49%
	CEA District	2.7%	3%	2.7%
	NACHS School	3.3%	7.1%	2.8%

2012-13	California State	54%	35%	48%
	CEA District	2.5%	4.0%	3.0%
	NACHS School	6%	0%	4%

Academic Performance Index

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings and are not involved in AYP or PI programs. Furthermore, in November 2010, even ASAM rankings were suspended by CDE due to budgetary constraints.

Career Technical Education Participation

N. A. Chaderjian High School offers career technical training in the areas of Culinary Arts, Office Technologies, and Horticulture/Landscaping.

Number of pupils participating in CTE, 2013-14	213
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses articulated with postsecondary institutions	0%

UC and CSU Admission

2013-14 Students enrolled in courses required for UC/CSU Admission	100%
2012-13 Graduates who completed all courses required for UC/CSU Admission	0%

State Priority: Other Pupil Outcomes

CAHSEE 3-Year Comparison for 10th Graders

	Percent of 10 th Graders scoring Proficient or Advanced on the CAHSEE								
	NACHS School 10 th Graders			CEA District 10 th Graders			CA State 10 th Graders		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
ELA	17%	5%	0%	5%	6%	3%	56%	57%	56%
Math	10%	12%	6%	4%	10%	9%	58%	60%	62%

Detailed CAHSEE Results for 10th Graders for 2013-14

overview	2013-14 ELA		2013-14 Math	
	Not Proficient	Proficient or Advanced	Not Proficient	Proficient or Advanced
CEA District 10 th Graders	97%	3%	91%	9%
NACHS School 10 th Graders	100%	0%	94%	6%

by ethnicity	NACHS School, 10 th Graders Only			
Hispanic	—	—	—	—
Native	—	—	—	—
Asian	—	—	—	—
Pac Isle/Hawaiian	—	—	—	—
Filipino	—	—	—	—
Black	—	—	—	—
White	—	—	—	—
Multiple Races	—	—	—	—

by gender	NACHS School, 10 th Graders Only			
male	100%	0%	94%	6%
female	N/A	N/A	N/A	N/A

by subgroup	NACHS School, 10 th Graders Only			
Socioeconomically Disadvantaged	100%	0%	94%	6%
English Learners	—	—	—	—
Students with Disabilities	—	—	—	—
Migrant Education Students	—	—	—	—

Physical Fitness Test 2013-14	Percent of Students Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
Grade 9	—	—	—

C. ENGAGEMENT

State Priority: Parental Involvement

As incarcerated youth, the students at N. A. Chaderjian High School do not reside with their parents. Parents remain in contact through IEP, LAT, and Family Council meetings, graduation, personal visits, and phone, mail, and package privileges.

State Priority: Pupil Engagement

Dropout Rate

State Division of Juvenile Justice schools are exempt by CDE from computing dropout rates since high transiency can produce drop-out rates exceeding their total enrollment.

Secondary Completion Rate

Year	Group	School (NACHS)	District (CEA)	State (CA)
2010-11	All Students	32%	49%	77.1%
2011-12	All Students	42%	36%	78.9%
2012-13	All Students	42%	46.4%	80.4%
	ethnic disaggregation (not cohort graduation rate)			
	Black	27%	26.4%	6.3%
	Native	3%	1.6%	.8%
	Asian	3%	4.1%	10.4
	Filipino	0%	0.5%	3.3%
	Hispanic	59%	60.1%	46.4%
	Hawaiian/Pac Isle	0%	0.0%	.6%
	White	8%	7.3%	30.5%
	Multiple Races or Not Reported	0%	0.0%	1.7%
	subgroup disaggregation (not cohort graduation rate)			
	English Learners	8%	11.4%	11.7%
	Students with Disabilities	37%	26.9%	11.0%
	Migrant Education	0%	0.0%	1.9%
Socioeconomically Disadvantaged	100%	100%	65.4%	

State Priority: School Climate

Suspensions and Expulsions

As an integral component of the rehabilitation of incarcerated youthful offenders, educational services are delivered continually to the students at N. A. Chaderjian High School even as their level of restriction is adjusted in response to their behavior. N. A. Chaderjian High School utilizes individualized Behavior Treatment Plans and Crisis Prevention Support Plans (as well as Individual Education Plans and School Consultation Team Action Plans) in lieu of suspensions and expulsions resulting in a 0% suspension and expulsion rate.

School Safety Plan

Students at risk to themselves or others are schooled in separate locations away from the general population and mainline school area. Student conduct is managed through six interrelated computerized behavior modification systems—(a) Positive Behavior Reinforcement system (PB), (b) Youth Incentive Program system (YIP), (c) School Consultation Referral system (SCT), (d) Alternative Behavior Learning Environment (ABLE) for minor infractions, (e) Behavior Reporting system (BR), and (f) Disciplinary Decision-Making System (DDMS) for serious infractions—which are initiated with an assessment of the student’s overall treatment and rehabilitation needs using the California Youth Assessment and Screening Instrument (CA-YASI), which is coordinated by the facility-wide Integrated Behavior Treatment Model (IBTM) utilizing cognitive behavioral therapy and motivational interviewing.

Faculty members wear personal alarms and receive annual training in the prevention of suicide, rape, and assault. Students arriving to school are screened by metal detectors and hand searched by peace officers. Classrooms have fire alarms, telephones or call boxes, and emergency lighting. The correctional facility in which N. A. Chaderjian High is located has its own medical clinic, a health and safety officer, a Conflict Resolution Team, a violence reduction committee, and a Use-of-Force Review Committee, all operating under a multi-hazard safety plan and a mutual-aid agreement with outside law enforcement agencies.

D. OTHER SARC INFORMATION

Adequate Yearly Progress

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings and are not involved in AYP or PI programs. Furthermore, in November 2010, even ASAM rankings were suspended by CDE due to budgetary constraints.

Federal Intervention Program Improvement

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings and are not involved in AYP or Program Improvement.

Class Size	English			Math			Natural Science			Social Science		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Main Campus												
Average Class Size	10	7.2	12.3	10	5.3	4.7	12	7	7	12	12	8.5
Number of Sections per day	16	5	3	15	10	3	11	6	4	12	7	4
BTP Campus												
Average Class Size	4	2	4.3	4.2	3.5	3.7	2.8	2.5	3.2	3.6	2.4	2.9
Number of Sections per day	3	3	6	6	5	6	11	5	3	13	11	8

Support Staff

Title	FTE Number of Staff	Number of Students per Staff
Academic Counselors	0	n/a
Career Technical Counselors	0	n/a
Alternative Behavior Counselors (ABLE)	1	.3
Library Media Teachers	1	ABLE palette, Show Both, Date_of_Referral > 10/1/13 and < 10/31/13 (or any other single month without a vacation) divided by number of instructional days in Oct, divided by 5 pers, divided by 2 ABLE teachers)
Speech/Language/Hearing Specialists	1	
Resource Specialists (special ed)	2.5	
Mentor Teachers	1	
Coordinators (Sped, Assessment, Attendance)	3	
School Records (Registrar, Scheduler)	2	
School Psychologists	2	
Clinical Psychologists and Psychiatrists	13	
Social Workers (youth correctional counselors)	88.45	
Nurses	18	
Doctors	3	
Dentists	2	

Expenditures	Teacher Salaries	Expenditures per Pupil		
	average	Basic (unrestricted)	Supplemental (restricted)	Total
School (N.A. Chaderjian High School)	\$81,463	\$33,357	\$969	\$34,326
District (California Education Authority)	\$79,530	\$35,952		
State (California)	\$71,396	\$8,448		
School compared to District	+2.4%	-7.2%		
School compared to State	+14.10%	+294.85%		

Salaries

Category	Salary Ranges CDCR Unit 3	District Average California Education Authority	State Average for small high-school districts
Teacher, beginning	A – C	\$66,696	\$40,821
Teacher, midrange	D – E	\$78,846	\$59,345
Teacher, highest	F - G	\$84,461	\$77,992
Principal-High School, average		\$105,060	\$106,119
Superintendent		\$124,692	\$138,050
Percent of budget for Teacher Salaries		73%	29.6%
Percent of budget for Administrative Salaries		17%	5.4%

Types of Services Funded

- Title I (ESEA)
- Proposition 98 (general fund)
- Lottery (state special fund)
- Carl Perkins Parts A and B (leadership and secondary education)
- IDEA Part B (special education)
- Library Media Program

Advanced Placement Courses

N.A. Chaderjian High School does not offer any advanced placement courses at this time.

Professional Development

The school year calendar for N. A Chaderjian High School includes a total of ten days of staff development—scheduled among the Fall, Spring, and Summer semesters. Each week contains three different time schedules on different days of the week in order to provide a total of 230 minutes of class preparation per week (Schedules A and A2) and 90 minutes of educational advising per week (Schedules B and C). In-service programs cover the full range of education and accreditation issues, along with topics specific to corrections and rehabilitation—such as compliance with performance standards monitored by the Prison Law Office and the Office of Audits and Court Compliance. N. A. Chaderjian High School is in the process of conversion to a curriculum based on common core state standards, peer classroom observation with subsequent peer debriefing and review, and institution-wide training in the behavior modification Integrated Behavior Treatment Model.