School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

N.A. Chaderjian High School

Address:	7650 South Newcastle Rd. , Stockton CA 95213-9014	Phone:	209-944-6444
Principal:	Dana Wilson	Grade Span:	9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

N.A. Chaderjian High School (NACHS) is located within N.A. Chaderjian Youth Correctional Facility (NACYCF).   NACYCF is operated by California Department of Corrections and Rehabilitation-Division of Juvenile Justice and is located in Stockton, California.   The institution currently houses approximately 240 male, incarcerated youth ages 15 to 25. NACHS is accredited by Western Association of Schools and Colleges through June of 2010, and offers a comprehensive high school education program which includes general education core and elective courses (including a wide variety of career technical education courses), special education services, English Language Learner services, and ESEA support services. Educational services are offered in the main school area for general population students as well as in smaller classrooms attached to two living units for students with special mental health and behavioral needs. Students at NACHS work towards completing their high school diploma or GED and approximately 30 students are enrolled in post secondary distance learning courses. The mission of the Division of Juvenile Justice is to protect the public from criminal activity by providing education, training, and treatment services for youthful offenders committed by the courts; assisting local justice agencies with their efforts to control crime and delinquency; and encouraging the development of state and local programs to prevent crime and delinquency.

Student Enrollment

Group	Percent
African American	29%
American Indian or Alaska Native	1.5%
Asian	1%
Filipino	0%
Hispanic or Latino	44%
Pacific Islander	0%
White (not Hispanic)	23%
Multiple or No Response	1.5%
Socioeconomically Disadvantaged	100%
English Learners	16%
Students with Disabilities	20%
Total Number of Students (undergrad and grad)	256

**The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	*
Science	5%**+**
History-Social Science	2.2%

To protect student privacy in small subgroups, some results are displayed as asterisks at http://data1.cde.ca.gov/dataquest. The percentages in this table with a plus sign would be potentially slightly higher if numerical data, rather than asterisks, had been available for computation.

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	N/A
Statewide Rank (from 2009 Base API Report)	N/A
2010-11 Program Improvement Status (PI Year)	N/A
* Nota-Como una escuela alternativa, NACHS es medido por la escala de ASAM, no por los índices del pi, del API, y de AYP	

School Facilities

Summary of Most Recent Site Inspection

Quarterly site inspections are completed in collaboration with the institution Health and Safety Officer.   Work orders are generated to complete all repairs.

Repairs Needed

Corrective Actions Taken or Planned

Work orders were generated for all identified needs and repairs have been completed when possible by the plant operations department for the complex.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$ 31,801
District	$ 31,241
State	$5,681

School Completion

Indicator	Result
Graduation Rate	59%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system

that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	N.A. Chaderjian High	District Name	California Education Authority
Street	7650 South Newcastle Rd.	Phone Number	916-262-1500
City, State, Zip	Stockton , CA 95213-9014	Web Site	www.cdcr.ca.gov
Phone Number	209-944-6444	Superintendent	David Murphy
Principal	Dana Wilson	E-mail Address	David.Murphy@cdcr.ca.gov
E-mail Address	dana.wilson@cdcr.ca.gov	CDS Code	39- 32276- 3990025

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

N. A. Chaderjian High School (NACHS) is located inside the N. A. Chaderjian Youth Correctional Facility (NACYCF), which is one of two youth correctional institutions located at the Northern California Youth Correctional Complex in Stockton, California. All school buildings are contained inside the perimeter of the 68 acre correctional facility. The main school area is composed of 24 classrooms providing academic, career technical and collegiate needs. Additionally, NACHS commands a full gymnasium to provide physical and health education, and operates two auxiliary academic areas attached to living units I and II that house youth in a more controlled environment.

The NACYCF houses juvenile offenders ranging in age from thirteen to twenty-four years old. NACHS students are committed to the custody of the Division of Juvenile Justice (DJJ), a specialized branch of the California Department of Corrections and Rehabilitation (CDCR) dedicated to serving the rehabilitative needs of incarcerated youth. Meeting the challenging needs of these young men requires extensive teamwork and collaboration between education, custody and treatment personnel. Although these are unique issues specific to a correctional setting, daily operations and student expectations at NACHS are analogous to those in a public school.

NACHS offers students a comprehensive high school educational program based on the Model Content and Performance Standards of the California Department of Education and subject area Frameworks. The curriculum includes core academic content and career-technical preparation high school courses, GED preparation, work experience, and college level distance learning assistance. All curriculum presented to students is infused with value-based character education. Supplemental services include library services, Special Education, English Language Learner services and basic skills enhancement, which includes literacy instruction, and work experience.

All NACHS students are provided with 220 days of instruction and maintains an open enrollment policy for all new students. Given the transient nature of our student population, classroom enrollment can often change on a weekly basis as new students enter the facility and older students are paroled, transferred or released.

The mission statement for N.A. Chaderjian High School is "Helping Build Strong and Safe Communities by Investing in the Future of Our Youth" and this is emphasized throughout the institution by all team members.

Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

As a part of school operations, parents are involved in decision making for NACHS students under the age of 18 years. This includes participation in English Learner and Special Education processes. The school also utilizes the Foster Grandparent Program where senior citizens from the surrounding Stockton community come in and work with students to improve their academic and social skills.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 8	0
Grade 9	9
Grade 10	31
Grade 11	48
Grade 12	73
Grade 13 (postsecondary)	95
Total Enrollment	**256**

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent
African American	29%
American Indian or Alaska Native	1.5%
Asian	1%
Filipino	0%
Hispanic or Latino	44%
Pacific Islander	0%
White (not Hispanic)	23%
Multiple or No Response	1.5%
Socioeconomically Disadvantaged	100%
English Learners	16%
Students with Disabilities	20%
Total Number of Students (undergrad and grad)	256

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08 Avg. Class Size	2007-08 1-20	2007-08 21-32	2007-08 33+	2008-09 Avg. Class Size	2008-09 1-20	2008-09 21-32	2008-09 33+	2009-10 Avg. Class Size	2009-10 1-20	2009-10 21-32	2009-10 33+
K									**	**	**	**
1									**	**	**	**
2									**	**	**	**
3									**	**	**	**
4									**	**	**	**
5									**	**	**	**
6									**	**	**	**
K-3									**	**	**	**
3-4									**	**	**	**
4-8									**	**	**	**
Other					6.5	4			**	**	**	**

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	2007-08 Avg. Class Size	2007-08 1-22	2007-08 23-32	2007-08 33+	2008-09 Avg. Class Size	2008-09 1-22	2008-09 23-32	2008-09 33+	2009-10 Avg. Class Size	2009-10 1-22	2009-10 23-32	2009-10 33+
English	2.4	8	0		8.9	7	0		**	**	**	**

Mathematics	3.8	9			8.5	13			**	**	**	**
Science	3.8	6			9.6	12			**	**	**	**
Social Science	3.3	23			7.2	21			**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The high school conducts quarterly fire drills in conjunction with the security section of the institution. Emergency processes for our earthquake and natural disaster plan are similar. The notification begins from the main institutional control center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All education staff have personal alarms and classrooms have either telephones or an intercom system for use in case of an emergency. Safety training is ongoing for all staff as part of the institution's overall Health and Safety plan. In addition, regular interdisciplinary safety meetings are held to problem solve and address safety issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

All DJJ education staff have been trained and utilize "Response to Intervention" processes to assist students to succeed in their classrooms. As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The campus is located within an institution built circa 1990. The buildings are in general good repair and grounds are surrounded by grass and trees that are maintained by a work crew made up from youths who have graduated from high school and plant operations personnel. Retrofitting has been completed to make the campus accessible to disabled persons per the Americans with Disabilities Act.

School Facility Good Repair Status (School Year 2010-11)

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

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

V. Teachers

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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	31	26	144
Without Full Credential	1	1	3	6
Teaching Outside Subject Area of Competence	1	1	0	0

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	2008-09	2009-10	District
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	6	4	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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
All Schools in District	79.2%	20.8%
High-Poverty Schools in District	**	**
Low-Poverty Schools in District	**	**

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	**
Library Media Teacher (Librarian)	0	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing	0	N/A

Specialist		
Resource Specialist (non-teaching)	3	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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	High Quality, Under three years old, Readily available	0 %
Mathematics	High Quality, Under three years old, Readily available	0 %
Science	High Quality, Under three years old, Readily available	0 %
History-Social Science	High Quality, Under three years old, Readily available	0 %
Foreign Language	Not Currently Offered	N/A
Health	Not Currently Offered	N/A
Visual and Performing Arts	High Quality, Under three years old, Readily available	0 %
Science Laboratory Equipment (grades 9-12)	High Quality, Under three years old, Readily available	0 %

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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	$32,109	$308	$31,801	$85,000
District	$32,505	$1264	$31,241	$68,575
Percent Difference – School Site and District	-1.2%	-310.3%	1.7%	19.3%
State	$8736	$3055	$5681	$66,995
Percent Difference – School Site and State	72.7%	-891.8%	82.1%	21.1%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 1 ESEA   Library/Media Program Title 3   ELL   Prop 98 General Fund   Carl Perkins PT A & B

Special Education IDEA 2004

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	Range	CEA District Amount	State Average For Medium-Size High School Districts
Beginning Teacher Salary	A – C	$44,317 - $70,499	$41,782
Mid-Range Teacher Salary	D – E	$49,136 - $86,662	$65,940
Highest Teacher Salary	F - G	$52,635 - $92,833	$85,681
Average Principal Salary (High School)		$94,800 - $103,000	$116,781
Superintendent Salary		$110,000 – $136,486	$144,560
% of Budget for Teacher Salaries		95%	36.5%
% of Budget for Administrative Salaries		1%	6.3%

State averages from http://www.cde.ca.gov/ta/ac/sa/salaries0809.asp > High School Districts > Medium ADA 1,000 – 3,999

IX. 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 modifiedachievement 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	0	1	0	1	3	1	46	50	52
Mathematics	*	*	0	3	4	1	43	46	48
Science	*	11	0	0	3	1	46	50	54
History-Social Science	0	2	3	0	3	1	36	41	44

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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
African American	0	*	*	*
American Indian or Alaska Native				
Asian	*			*
Filipino				
Hispanic or Latino	0	*	*	5
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	0	0	0	3
Female				
Economically Disadvantaged	0	*	0	3
English Learners	0	*	*	7
Students with Disabilities	0	*	*	0
Students Receiving Migrant Education Services				

* 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 Physical Fitness Test Results (School Year 2009-10)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	*	*	*

***These data are currently not available. The CDE expects to provide these data in February 2011.

X. Accountability

Academic Performance Index

Note-As an alternative school, NACHS is measured by the ASAM scale, not by the PI, API, and AYP indices

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	2007	2008	2009
Statewide			
Similar Schools			

"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
	2007-08	2008-09	2009-10	2010
All Students at the School	N/A	N/A	N/A	
African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	
Pacific Islander	N/A	N/A	N/A	
White (not Hispanic)	N/A	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	

"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.

N/A

Adequate Yearly Progress

Note-As an alternative school, NACHS is measured by the ASAM scale, not by the PI, API, and AYP indices

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 2009-10)

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	N/A	N/A
Participation Rate - English-Language Arts	N/A	N/A
Participation Rate - Mathematics	N/A	N/A
Percent Proficient - English-Language Arts	N/A	N/A
Percent Proficient - Mathematics	N/A	N/A
API	N/A	N/A
Graduation Rate	N/A	N/A

"Yes"	Met 2010 AYP Criteria
"No"	Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

Note-As an alternative school, NACHS is measured by the ASAM scale, not by the PI, API, and AYP indices

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	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XI. School Completion and Postsecondary Preparation

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	27.8	68.9	**	15.5	40.8	**	4.4	3.9	**
Graduation Rate			**			**	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 2009-10 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	59%	74%	not yet available
African American	24%	26%	
American Indian or Alaska Native	0%	0%	
Asian	0%	3%	
Filipino	0%	0%	
Hispanic or Latino	20%	39%	
Pacific Islander	0%	0%	
White (not Hispanic)	15%	7%	
Socioeconomically Disadvantaged	59%	74%	
English Learners	12%	21%	
Students with Disabilities	31%	25%	

*School data are the latest available figures.

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N A Chaderjian High School requires 60 Elective credits for graduation requirements. Students are provided instruction to earn proficiency in Automotive Detailing, Automotive Repair, Building Maintenance, Computer Applications, Graphic Arts, Heating and Air (HVAC), Janitorial, Keyboarding, Landscaping and Warehousing. As part of the Warehousing and Landscaping curricula, students are able to earn industry recognized certification in forklifting. In addition, an Orientation to Career Technical Education course in being offered as an exploratory course into the various programs offered at NACHS.

Career Technical Education Participation (School Year 2009-10)

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	346
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2008-09)

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	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	**

XII. Instructional Planning and Scheduling

Professional Development

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

10 staff development days are scheduled on each of the annual academic calendars per MOU.

XIII. National Assessment of Educational Progress

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 2009, Grade 4	210	220	30	18	5
Reading 2009, Grade 8	253	262	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 2009, Grade 4	73	95	71	84
Reading 2009 Grade 8	81	95	72	84
Mathematics 2009, Grade 4	81	95	72	83
Mathematics 2009, Grade 8	85	96	78	92