

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

For N.A. Chaderjian High School

Address: 7650 South Newcastle Road
Stockton, CA 95213-9014

Phone: 209-944-6444

Principal: Kim Rigg

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	California Education Authority (CEA)
Phone Number	916-683-7754
Superintendent	Troy Fennel
Email Address	troy.fennel@cdcr.ca.gov
Website	https://www.cdcr.ca.gov/juvenile-justice/

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	N.A. Chaderjian High
Street	7650 South Newcastle Road
City, State, Zip	Stockton, CA 95213-9014
Phone Number	209-944-6444
Principal	Kim Rigg
Email Address	kim.rigg@cdcr.ca.gov
Website	https://www.cdcr.ca.gov/juvenile-justice/facility-locations/n-a-chaderjian/
County-District-School (CDS) Code	34-32276-3990025

School Description and Mission Statement (School Year 2019–20)

School Description

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

School Vision 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

Agency Mission Statement

It is the mission of the Department of Youth and Community Restoration to help youth who have hurt people, and have been hurt themselves, return safely to the community and become responsible and successful adults.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Grade 9	6
Grade 10	34
Grade 11	65
Grade 12	100
Total Enrollment	205

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	22.1%
American Indian or Alaska Native	1.4%
Asian	0.7%
Filipino	0.0%
Hispanic or Latino	65.5%
Native Hawaiian or Pacific Islander	0.0%
White	10.3%
Two or More Races	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	24.8%
Students with Disabilities	35.9%
Foster Youth	1.4%
Homeless	0.0%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	19	20	13	62
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	6	6	10

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2019–20)**

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt McDougal Literature-- Grade 9, Houghton Mifflin (c) 2012 Holt McDougal Literature-- Grade 10, Houghton Mifflin (c) 2012 Holt McDougal Literature-- Grade 11, Houghton Mifflin (c) 2012 Holt McDougal Literature-- Grade 12, Houghton Mifflin (c) 2012 Longman Keystone A, B, C, Basics, Pearson (c) 2010 Longman Keys to Learning, Pearson (c) 2010	Yes	0%
Mathematics	Integrated Math I, Carnegie (c) 2016 Integrated Math II, Carnegie (c) 2016 Integrated Math III, Carnegie (c) 2016	Yes	0%
Science	Earth Science-- Geology/Environment/Universe, Glencoe (c) 2013 Prentice Hall Biology, California Edition (c) 2007	Yes	0%
History-Social Science	World History: The Modern Era, Prentice-Hall (c) 2014 US History: Reconstruction to the Present, Prentice-Hall (c) 2013 Magruder's American Government, Pearson (c) 2013 Prentice-Hall Economics, Pearson (c) 2013	Yes	0%
Foreign Language	No foreign language courses are currently offered in Division of Juvenile Justice schools	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Pearson Health, Pearson (c) 2014 Human Sexuality, Pearson (c) 2014	Yes	0%
Visual and Performing Arts	Art in Focus, Glencoe (c) 2006 Creating and Understanding Drawings, Glencoe (c) 2006	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School cleanliness is handled by student work experience crew s performing custodial work. School repair is handled by the facility Plant Operations department using an electronic work-order system.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating

Exemplary	Good	Fair	Poor
N/A	Good	N/A	N/A

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	8%	5%	3%	8%	50%	50%
Mathematics (grades 3-8 and 11)	0%	0%	0%	0%	38%	39%

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	61	9.04%	8.96%	4.92%
Male	67	61	91.04%	8.96%	4.92%
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	15	12	80.00%	20.00%	0.00%
American Indian or Alaska Native	--	--	--	--	N/A
Asian	--	--	--	--	N/A
Filipino	--	--	--	--	N/A
Hispanic or Latino	42	39			
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	67	61	61.04%	8.96%	4.92%
English Learners	16	14	87.50%	12.50%	7.14%
Students with Disabilities	24	21	87.50%	12.50%	4.76%
Students Receiving Migrant Education Services	N/A	N/	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	60	90.91%	9.09%	0.00%
Male	66	60	90.91%	9.09%	0.00%
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	15	11	73.33%	26.67%	0.00%
American Indian or Alaska Native	--	--	--	--	N/A
Asian	--	--	--	--	N/A
Filipino	--	--	--	--	N/A
Hispanic or Latino	41	39	95.12%	4.88%	0.00%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	66	60	90.91%	9.09%	0.00%
English Learners	15	14	93.33%	6.67%	0.00%
Students with Disabilities	23	20	86.96%	13.04%	0.00%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

N. A. Chaderjian High School offers career technical training in the areas of Computer Science, Entrepreneurship, Culinary Arts, and Horticulture. All CTE courses are open to special education students as well as English learners. In addition to grades and credits aligned with California CTE standards, our measurable outcomes include internal and external vocational certifications.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	198
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	100.00%	100.00%	89.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	N/A	N/A	9.70%
Graduation Rate	N/A	N/A	83.80%

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	N/A	N/A	N/A	N/A	9.10%	9.60%
Graduation Rate	N/A	N/A	N/A	N/A	82.70%	83.00%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

School Safety Plan (School Year 2019–20)

Students at risk to themselves or others are schooled in separate locations from the general population. Student conduct is managed through six interrelated computerized behavior modification systems—(a) Positive Behavior Reinforcement system (PB), (b) Level System (LS), (c) School Consultation Referral system (SCT), (d) Academic Achievement Education Incentive Program (EIP), (e) Behavior Reporting system (BR), and (f) Disciplinary Decision-Making System (DDMS) for serious infractions. Student risk and protective factors are initially evaluated using the California Youth Assessment and Screening Instrument (CA-Y ASI), which is a central component of the facility-wide Integrated Behavior Treatment Model (IBTM) which utilizes cognitive behavioral therapy and motivational interviewing to modify behavior.

Faculty members wear personal alarms and receive annual training in the reporting of threats, prevention of suicide, rape, assault, and the use of CPR and of defibrillators.

Students arriving to school are screened by metal detectors and hand searched by peace officers. Classrooms have fire alarms, telephones or intercoms, 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 Crisis Intervention Team, a violence reduction committee, and a Use-of-Force Review Committee, and operates under a multi-hazard safety plan and a mutual-aid agreement with other law enforcement agencies. All staff receive annual training on all aspects of the institutional safety plan. When first taken into custody, each student individually goes through a week of orientation to learn all aspects of institutional safety and is provided with a Youth Rights Handbook.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	3	25	0	0
Mathematics	3	16	0	0
Science	7	7	0	0
Social Science	4	28	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	3	25	0	0
Mathematics	2	19	0	0
Science	4	7	0	0
Social Science	2	30	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	21	0	0
Mathematics	6	16	0	0
Science	7	8	0	0
Social Science	7	15	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$35,110.00	\$34,189.00	\$921.00	\$88,573.68
District	N/A	N/A	\$61,343.00	\$91,561.00
Percent Difference – School Site and District	N/A	N/A	-51.49%	-3.26%
State	N/A	N/A	\$7,506.64	\$80,680.00
Percent Difference – School Site and State	N/A	N/A	78.62%	8.90%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018–19)

Title I (ESSA), Proposition 98 (general fund), Lottery (state special fund), Carl Perkins Parts A and B (CT E), IDEA Part B (special education), and Library Media Program.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$76,759	\$48,044
Mid-Range Teacher Salary	\$97,470	\$67,032
Highest Teacher Salary	\$115,460	\$89,023
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$112,176	\$
Superintendent Salary	\$118,045	\$
Percent of Budget for Teacher Salaries	73.00%	28.38%
Percent of Budget for Administrative Salaries	17.00%	5.87%

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10