

Palisades Continuation High School

1507 Grant Street • Calistoga, Ca, 94515 • 7079424703 • Grades 7-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Calistoga Joint Unified School District

1520 Lake Street
Calistoga, Ca 94515
7079424703
www.calistogaschools.org

District Governing Board

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Superintendent

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David Kumamoto

Calistoga Junior High School and Palisades Continuation High School Principal

Jane Bunting

Calistoga Elementary School Principal

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Calistoga Elementary School Vice Principal

John Mauro

Director of Human Resources & Payroll

Jenna Burrows

Director of Business Services

School Description

Palisades High is a continuation high school maintained by the district. The school offers an alternative to the traditional high school program for students between the ages of sixteen and eighteen. The Palisades curriculum includes both an individualized; self paced format as well as whole class lessons. The curriculum and school environment are designed to promote personal growth and development of potential. Students may earn a high school diploma and/or prepare for the California High School Proficiency Exam (CHSPE) or the federal General Educational Development (GED) exam.

The Palisades High classroom is located next to the Monhoff Center at 1507 Grant Street. For more information, contact lead teacher Martha McCoy at (707) 942-5255.

About the SARC

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 7079424703 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	57
Grade 8	49
Grade 9	50
Grade 10	70
Grade 11	58
Grade 12	57
Total Enrollment	341

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	1.2
Hispanic or Latino	79.5
White	16.7
Socioeconomically Disadvantaged	77.4
English Learners	22.3
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Palisades Continuation High School	13-14	14-15	15-16
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			
Calistoga Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Palisades Continuation High	13-14	14-15	15-16
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: 10/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell Adopted On 2007 English Language Arts, Holt Adopted On 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mathematics, Pearson Adopted On 2014 Algebra, Pearson Adopted On 2014 Pre-Algebra and Calculus, Glencoe Adopted On 2002-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Various Science Books, Glencoe Adopted On 2001-04 Earth Science, Holt Adopted On 2007 McGraw-Hill Adopted On 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell Adopted On 2007 Pearson Adopted On 2010 Prentice Hall Adopted On 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Glencoe Adopted On 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/10/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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	Exemplary	Good	Fair	Poor
	X			

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	45	37	44
Math	19	29	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44	43	34	41	48	36	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.30	33.90	33.90
9	10.20	42.90	36.70

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	36
All Student at the School	34
Male	34
Female	35
Hispanic or Latino	29
White	72
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	28
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	59	58	98.3	38	33	28	2
	8	52	50	96.2	24	42	26	8
	11	4	1	25.0	--	--	--	--
Male	7		26	44.1	38	42	19	0
	8		29	55.8	31	38	24	7
	11		1	25.0	--	--	--	--
Female	7		32	54.2	38	25	34	3
	8		21	40.4	14	48	29	10
	11		0	0.0	--	--	--	--
American Indian or Alaska Native	7		1	1.7	--	--	--	--
Filipino	7		2	3.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	7		50	84.7	42	36	22	0
	8		41	78.8	24	49	22	5
	11		1	25.0	--	--	--	--
White	7		4	6.8	--	--	--	--
	8		8	15.4	--	--	--	--
Socioeconomically Disadvantaged	7		52	88.1	40	37	21	2
	8		41	78.8	22	49	27	2
	11		1	25.0	--	--	--	--
English Learners	11		1	25.0	--	--	--	--
Students with Disabilities	7		8	13.6	--	--	--	--
	8		5	9.6	--	--	--	--
Students Receiving Migrant Education Services	7		2	3.4	--	--	--	--
	8		4	7.7	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	59	58	98.3	47	38	12	3
	8	52	50	96.2	50	38	6	6
	11	4	1	25.0	--	--	--	--
Male	7		26	44.1	46	35	15	4
	8		29	55.8	48	38	7	7
	11		1	25.0	--	--	--	--
Female	7		32	54.2	47	41	9	3
	8		21	40.4	52	38	5	5
	11		0	0.0	--	--	--	--
American Indian or Alaska Native	7		1	1.7	--	--	--	--
Filipino	7		2	3.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	7		50	84.7	52	38	10	0
	8		41	78.8	59	37	2	2
	11		1	25.0	--	--	--	--
White	7		4	6.8	--	--	--	--
	8		8	15.4	--	--	--	--
Socioeconomically Disadvantaged	7		52	88.1	50	38	10	2
	8		41	78.8	54	41	2	2
	11		1	25.0	--	--	--	--
English Learners	11		1	25.0	--	--	--	--
Students with Disabilities	7		8	13.6	--	--	--	--
	8		5	9.6	--	--	--	--
Students Receiving Migrant Education Services	7		2	3.4	--	--	--	--
	8		4	7.7	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents and community members are always encouraged to visit or assist in their child's classroom. For more information on how to become involved at the school, please contact Principal David Kumamoto at (707) 942-6278.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	6.54	12.64	4.55
Expulsions Rate	0.27	0.28	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.86	6.24	2.17
Expulsions Rate	0.12	0.12	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	15	16	17	17	18	18	8	6	7			
Math	18	17	17	13	16	16	5	4	3	1		
Science	21	21	21	7	8	8	10	7	7			
SS	18	23	22	12	5	6	5	7	8			

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

Two professional development days are provided to teachers prior to the start of school in August, followed by an additional three embedded professional development days scheduled during the school year.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,953
Mid-Range Teacher Salary		\$57,103
Highest Teacher Salary		\$74,127
Average Principal Salary (ES)		\$90,225
Average Principal Salary (MS)		\$98,146
Average Principal Salary (HS)		\$97,758
Superintendent Salary		\$117,803
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	8%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Certificated teachers
- Basic literacy and advanced college prep instructional program
- Music, art, drama and elective course programming
- Academic counseling services
- Personal counseling services
- Staff development
- Classified support staff
- Instructional aides
- Textbooks and instructional materials
- Special Education programs
- Maintenance
- Educational technology
- Home-to-school transportation
- Library services
- Summer school
- District utilities
- Advanced Placement
- Honors and Gifted Programming
- Program for English Language Learners
- School Safety and Violence Prevention
- Supplemental counseling
- After-school tutoring
- Interscholastic athletic program

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		
State	♦	♦	\$5,348	\$59,460
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	16	26	65	31	4
All Students at the School	56	17	27	64	32	5
Male	70	12	18	70	27	3
Female	42	21	36	58	36	6
Hispanic or Latino	64	15	21	68	26	6
White	23	23	54	46	54	
Socioeconomically Disadvantaged	63	12	24	69	29	2
English Learners	93	7		93	7	

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Palisades Continuation High School	2012-13	2013-14	2014-15
English-Language Arts	52	53	44
Mathematics	44	52	36
Calistoga Joint Unified School District	2012-13	2013-14	2014-15
English-Language Arts	50	53	43
Mathematics	43	52	35
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Palisades Continuation High School	2011-12	2012-13	2013-14
Dropout Rate	11.30	0.00	1.60
Graduation Rate	79.25	98.15	96.72
Calistoga Joint Unified School District	2011-12	2012-13	2013-14
Dropout Rate	15.60	7.60	9.10
Graduation Rate	68.75	83.33	89.39
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.16	90.77	84.6
Black or African American			76
American Indian or Alaska Native	100	100	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	93.75	88.24	81.28
Native Hawaiian/Pacific Islander			83.58
White	96.43	93.1	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	75	60	61.28
English Learners	80	57.14	50.76
Students with Disabilities	96.3	89.66	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	82.75
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	50.85

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	2	♦
Science	1	♦
Social Science	2	♦
All courses	7	1.1

* Where there are student course enrollments.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., 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.