

# Calistoga Junior-Senior High School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 7-12

1608 Lake Street Calistoga, CA 94515

Phone: (707) 942-6278 Fax: (707) 942-6592

Website: [www.calistoga.k12.ca.us/cjshs](http://www.calistoga.k12.ca.us/cjshs)

Dr. Esmeralda Mondragon  
Superintendent

Richard Savage  
Principal

## Principal's Message

Calistoga Junior/Senior High School is a comprehensive, college-preparatory secondary school located in rural Napa County in the town of Calistoga. Separate junior and senior high school programs are housed on the same campus. There is a high degree of articulation between the junior and senior high school programs. Students receive a personalized education that is consistent from seventh through twelfth grade.

Our goal is that upon graduation every student will have the preparation and skills to choose from any post-secondary opportunity. We provide the personal attention and support to make this a reality.

With an enrollment of 365 students, Calistoga Junior/Senior High offers the full complement of academic and extracurricular programs, including extensive activities and athletic programs for junior and senior high students. Advanced Placement (AP), Honors, and on-site Napa Valley College courses expand students' options to prepare them for university coursework.

Our school, known as the "home of scholars and champions," provides a rigorous academic program for all students. In the 2004-05 school year, Calistoga Junior/Senior High School received recognition as a California Distinguished School.

Staff longevity and parent and community support are tremendous assets on our campus. Staff members are expert teachers who have taught in their content areas for many years.

Our local community businesses and service clubs, Napa County agencies, the Calistoga Educational Foundation, the Wildcat Athletic Boosters, and the Music and Arts Boosters provide extensive funding for programs that support the school.

Calistoga Junior/Senior High School is a place where all students are supported and encouraged to realize their dreams.

## District Core Beliefs

We believe that our most important resource is our students.

We believe that all students can learn. Our responsibility is to make it happen.

We believe that we must provide a safe and orderly environment.

We believe that parents are teachers, too. We invite and encourage parents to get involved with the school.

We believe in an uncompromising commitment to high standards.

## School Safety

The School Safety Plan is reviewed annually. The plan addresses the response to earthquake, fire, intruders, and weapons on campus. It highlights interagency collaboration for crisis response and proactive planning for natural disasters. Drills and simulations support school preparedness.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2010.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.



## Calistoga Joint Unified School District

1520 Lake Street  
Calistoga, CA 94515  
Phone: (707) 942-4703  
Fax: (707) 942-6589  
[www.calistoga.k12.ca.us](http://www.calistoga.k12.ca.us)



## District Vision

Our vision is that all of our students have the skills, knowledge and attitudes to become confident, competent, productive citizens and lifelong learners.

### Parental Involvement

Parent and community involvement is essential to our school success. Parents who wish to visit our campus informally are welcomed as classroom guests and volunteers. Monthly “drop-in” parent coffees offer parents the opportunity of meeting with site administrators to discuss issues in an open forum.

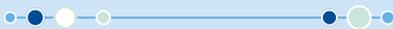
Parents also have access to up to the minute attendance and grades on the web through our new Powerschool system.

Drama, music, and athletics are other arenas for parents to participate as volunteers or visitors. Parent education courses are offered in our District and at the school site to support parents in planning college applications, exploring options for student success, managing homework, and more.

For parents who wish for more formal involvement, opportunities are prevalent through our athletic and music/ arts boosters, the Calistoga Education Foundation, School Site Council, and the English Learners Advisory Council.

Our small size is an advantage as staff members are readily accessible to parents.

For more information on how to become involved, contact Toni Weems, Principal’s secretary; Richard Savage, Principal; and/or Sylvia Jimenez-Martin, Counselor, at (707) 942-6278.



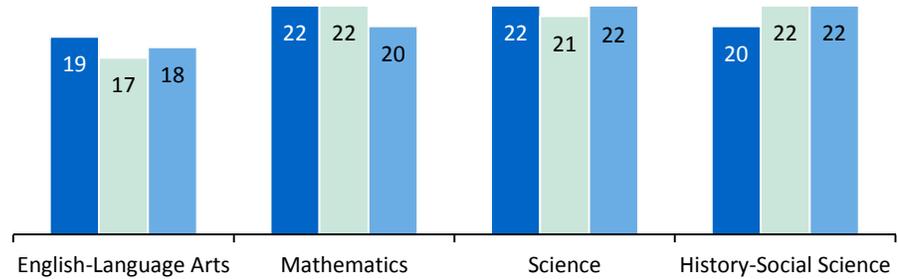
*“Our goal is that upon graduation every student will have the preparation and skills to choose from any post-secondary opportunity.”*



### Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

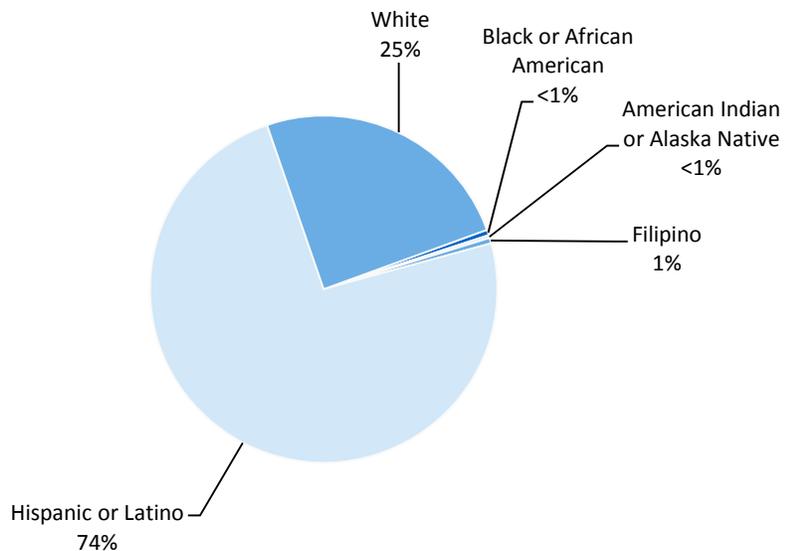


### Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	9	4	1	11	1		2		
Mathematics	6	8	1	9	9		6	1	
Science	9	7		8	8		11		
History-Social Science	5	3		8	5		4	1	

### Enrollment and Demographics

The total enrollment at the school was 384 students for the 2009-10 school year.



## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/01/2010
Date of the Most Recent Completion of the Inspection Form			09/01/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

## School Facilities

The Calistoga Junior/Senior High School is located on 13.9 acres in the center of Calistoga. The campus is set in a beautiful park-like setting and is adjacent to the Calistoga Teen Center. The junior high portion of the campus was completely rebuilt in 1999. It includes an expansive covered eating area and access to renovated ADA Compliant restrooms. The main building and several of the high school classrooms were built in 1990 and are modern and clean. The gymnasium is equipped to host numerous campus and community sporting events and will hold approximately 400 students. It was completely modernized in the summer of 2004 and all of the restroom and shower areas were upgraded to be fully compliant with the Americans with Disabilities Act.

Full-time library services are available in our library media center, and there are two additional computer labs on campus. All classrooms have Internet access and ADA accessibility.

Campus safety is maintained with onsite yard supervisors, a closed campus for junior high school students, and security cameras housed in strategic locations throughout the campus. A lunchtime recreational sports program offers positive alternatives and additional supervision to promote a safe, clean campus environment.

The maintenance and custodial staff begin before school hours and are available throughout the school day as well as after school hours.

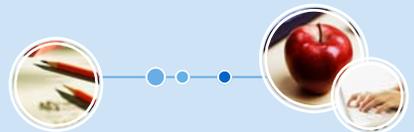
Two new classrooms were recently completed, replacing older portables. The construction was funded through District funds. The main HVAC system was replaced with funding from State and District funds.

*Continued on sidebar*

## School Facilities

*Continued from left*

The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$56,587 for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget. In addition to the Deferred Maintenance Program, the district fully funds Routine Restricted Maintenance at \$317,880 which represents 3% of the District's general fund adopted budget.



*“Staff longevity and parent and community support are tremendous assets on our campus.”*





## Textbooks and Instructional Materials

All pupils attending the Calistoga Schools have a copy of the State-adopted textbooks that are used in the core curriculum areas. In addition, students are provided with all of the necessary instructional materials needed to enable them access to the core curriculum.

All students have access to all adopted textbooks and ancillary instructional materials, for use in the classroom and to take home.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	SRA Reach	2004
English-Language Arts	McDougal Littell	2007
English-Language Arts	<i>English Language Arts</i> , Holt	2008
Mathematics	<i>Mathematics</i> , Glencoe	1999
Mathematics	<i>Pre-Algebra and Calculus</i> , Glencoe	2002-06
Science	Various Science Books, Glencoe	2001-04
Science	<i>Earth Science</i> , Holt	2007
Science	Harcourt	2007
History-Social Science	McDougal Littell	2007
Art	Glencoe	2007

Note: This data was most recently collected and verified in August 2010.

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Calistoga Jr.-Sr. HS		
07-08	08-09	09-10
0.173	0.276	0.339
Calistoga JUSD		
07-08	08-09	09-10
0.090	0.008	0.172
Expulsion Rate		
Calistoga Jr.-Sr. HS		
07-08	08-09	09-10
0.005	0.008	0.000
Calistoga JUSD		
07-08	08-09	09-10
0.002	0.000	0.000

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Calistoga Jr.-Sr. HS	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Calistoga Jr.-Sr. HS			Calistoga JUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	35%	42%	49%	39%	44%	47%	46%	50%	52%
Mathematics	17%	19%	24%	33%	34%	39%	43%	46%	48%
Science	36%	45%	54%	33%	38%	46%	46%	50%	54%
History-Social Science	28%	45%	46%	28%	42%	46%	36%	41%	44%

## STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	47%	39%	46%	46%
All Students at the School	49%	24%	54%	46%
Male	44%	25%	58%	48%
Female	53%	22%	50%	43%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41%	21%	36%	31%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	71%	34%	84%	76%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	43%	21%	41%	34%
English Learners	17%	12%	23%	15%
Students with Disabilities	16%	25%	❖	13%
Students Receiving Migrant Education Services	40%	14%	23%	21%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).





### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	4	4	6
Similar Schools API Rank	2	7	9

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	25	39	19
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	46	48	21
Native Hawaiian or Pacific Islander	■	■	■
White	8	19	4
Two or More Races	■	■	■
Socioeconomically Disadvantaged	41	55	31
English Learners	23	56	36
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

### API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Calistoga Jr.-Sr. HS	Calistoga JUSD	California
All Students	755	758	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	718	722	715
Native Hawaiian or Pacific Islander	■	■	753
White	856	862	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	727	727	712
English Learners	698	709	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Calistoga Jr.-Sr. HS	Calistoga JUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		33.3%

◇ Not applicable.

### API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
Grade 7	
Four of Six Standards	12.7%
Five of Six Standards	39.7%
Six of Six Standards	36.5%
Grade 9	
Four of Six Standards	11.4%
Five of Six Standards	18.6%
Six of Six Standards	51.4%

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Calistoga Jr.-Sr. HS		Calistoga JUSD	
<b>Met Overall AYP</b>	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	▲		▲	

▲ The school and district are not required to meet the graduation rate criteria because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

## Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
<b>Academic Counselors</b>	<b>FTE and Ratio</b>
<b>Number of Academic Counselors (FTE)</b>	1.000
<b>Ratio of Students Per Academic Counselor</b>	384:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (Social/Behavioral or Career Development)</b>	0.625
<b>Library Media Teacher (Librarian)</b>	0.000
<b>Library Media Services Staff (Paraprofessional)</b>	1.000
<b>Psychologist</b>	0.250
<b>Social Worker</b>	0.000
<b>Nurse</b>	0.000
<b>Speech/Language/Hearing Specialist</b>	1.000
<b>Resource Specialist (non-teaching)</b>	0.000
<b>Other</b>	0.000

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



## Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

## Graduates and Dropouts

Graduate and Dropout Rates									
	Calistoga Jr.-Sr. HS			Calistoga JUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
<b>Graduation Rate</b>	94.00%	83.72%	84.62%	90.38%	81.82%	80.00%	80.61%	80.21%	78.59%
<b>1-year Dropout Rate</b>	2.57%	3.50%	4.20%	3.31%	4.17%	5.15%	5.46%	4.88%	5.69%

## Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Calistoga Jr.-Sr. HS	Calistoga JUSD	California
All Students	93.3%	93.3%	94.5%
Socioeconomically Disadvantaged	93.5%	93.5%	91.3%
English Learners	92.9%	92.9%	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	❖	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	92.7%	92.7%	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	94.1%	94.1%	98.1%
Two or More Races	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Data not available from the state at this time.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	2009-10 Participation
Number of Pupils Participating in CTE	180
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	6%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

## Career Technical Education Programs

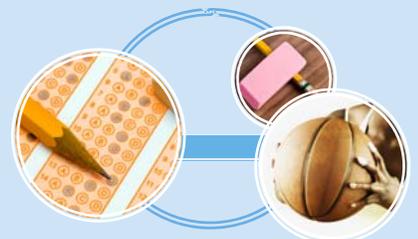
Calistoga High School offers twelve sections of career technical education. Computer Applications, Computer Repair, and Multimedia Design are offered through the Regional Occupation Program. Students progress from basic skills through professional projects. Students contribute to school programs by producing the Digital Yearbook and provide support to the school's technological needs. A computer professional from the community sits on our Educational Technology Committee to provide community representation and valuable input. The Regional Occupation Program is also offering a Work Experience class for the 2009-10 school year.

Architecture/Mechanical Drawing is provided by the District. Students use traditional tools and computer aided design (CAD) to produce award winning designs and drawings. A student may take the class at increasing levels of difficulty and sophistication. An introductory course is also offered to junior high students. The District also offers Woodworking 1-3. Students produce professional quality products. The program's success is manifested by the consistent first place and best of show awards from the objectively judged Napa County Fair. In addition to the general school population, Woodshop has traditionally provided a successful environment for both English learners and Special Education students.

Our goal is to continue offering programs and classes that are integrated with our Standards-based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce.

The core indicator of success is based on an increased number of students participating in career education who graduate and a decreased number of students who drop out.

The primary representative of the district's career technical advisory committee is Principal, Richard Savage.

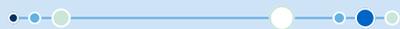


## California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



*“Calistoga Junior/Senior High School is a place where all students are supported and encouraged to realize their dreams.”*



## California High School Exit Exam Results

### Percentage of Students Scoring At Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>Calistoga Jr.-Sr. HS</b>	45.9%	45.2%	40.8%	45.9%	45.0%	39.6%
<b>Calistoga JUSD</b>	45.9%	45.2%	40.8%	45.9%	45.0%	39.6%
<b>California</b>	52.9%	52.0%	54%	51.3%	53.3%	53.4%

## CAHSEE Results by Student Group: English-Language Arts

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

### Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
<b>All Students in the District</b>	59.2%	16.3%	24.5%
<b>All Students at the School</b>	59.2%	16.3%	24.5%
<b>Male</b>	70.8%	12.5%	16.7%
<b>Female</b>	48.0%	20.0%	32.0%
<b>Black or African American</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	66.7%	19.4%	13.9%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>White</b>	41.7%	8.3%	50.0%
<b>Two or More Races</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	62.9%	20.0%	17.1%
<b>English Learners</b>	66.7%	19.4%	13.9%
<b>Students with Disabilities</b>	❖	❖	❖
<b>Students Receiving Migrant Education Services</b>	73.3%	13.3%	13.3%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	60.4%	29.2%	10.4%
All Students at the School	60.4%	29.2%	10.4%
Male	68.0%	28.0%	4.0%
Female	52.2%	30.4%	17.4%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	71.4%	22.9%	5.7%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	33.3%	41.7%	25.0%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	65.7%	28.6%	5.7%
English Learners	71.4%	22.9%	5.7%
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	73.3%	20.0%	6.7%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Courses Required for UC/CSU Admission

**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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

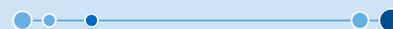
**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular 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 California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).



## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	54.7%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	73.7%



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

## Professional Development

Professional development for teachers is provided for two days before the school year begins and three days after the regular school day during the school year. In order to provide teachers collaboration and staff development time one morning each week, the instructional time is extended the other four days. Teachers attend conferences and workshops off site and share the information with the staff.

For the previous three school years, we had five days each year dedicated to staff and professional development.

## Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 19.1% of the school's students were enrolled in a total of 6 AP courses offered.

Advanced Placement Courses	
English	1
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	1
Social Science	1

## Teacher Qualifications

Teacher Credential Information				
	Calistoga JUSD	Calistoga Jr.-Sr. HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	55	22	22	24
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence		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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Calistoga Jr.-Sr. HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Calistoga Jr.-Sr. HS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Calistoga JUSD	Similar Sized District
Beginning Teacher Salary	\$51,928	\$38,591
Mid-Range Teacher Salary	\$80,693	\$55,764
Highest Teacher Salary	\$96,636	\$72,219
Average Principal Salary (Elementary School)	\$122,981	\$86,327
Average Principal Salary (High School)	\$142,842	\$94,411
Superintendent Salary	\$172,500	\$116,768
Teacher Salaries — Percent of Budget	40.2%	34.8%
Administrative Salaries — Percent of Budget	7.8%	6.4%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Calistoga Jr.-Sr. HS
Total Expenditures Per Pupil	\$10,335
Expenditures Per Pupil From Restricted Sources	\$1,648
Expenditures Per Pupil From Unrestricted Sources	\$8,686
Annual Average Teacher Salary	\$89,956

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Calistoga Jr.-Sr. HS	\$8,686	\$89,956
Calistoga JUSD	\$10,848	\$89,112
California	\$5,681	\$56,953
School and District — Percent Difference	-24.9%	+0.9%
School and California — Percent Difference	34.6%	+36.7%

## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## 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

# Calistoga Junior-Senior High School

SARC  
2009-10



Calistoga Joint Unified School District

## GRADES 7-12

1608 Lake Street Calistoga, CA 94515

Phone: (707) 942-6278 Fax: (707) 942-6592

Website: [www.calistoga.k12.ca.us/cjshs](http://www.calistoga.k12.ca.us/cjshs)

PUBLISHED BY: School Innovations & Advocacy | [www.sia-us.com](http://www.sia-us.com) | 800.487.9234



Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.