

# Calistoga Junior-Senior High School

## School Accountability Report Card



### GRADES 7-12

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Richard Savage, Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### 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 the skills to choose from any post-secondary opportunity. We provide the personal attention and support to make this a reality. We believe that all students can achieve. We aim to treat every child as our own and we continue to have high expectations for all of our children.

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, AVID, and on-site Napa Valley College courses expand students' options to prepare them for university coursework. We plan to implement a Project-based Learning curriculum this year at the Junior High level and will incorporate PBL into the high school level over the coming years.

Our school, known as the "home of Scholars and Champions," provides a rigorous academic program for all students. In the 2010-2011 school year, Calistoga Junior/Senior High School received recognition as a California Distinguished School a second time, following the 2004-2005 award.

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, including Napa Learns, Clos Pegase, the Calistoga Education Foundation, the Wildcat Athletic Boosters, the Music and Arts Boosters, and Napa County agencies provide extensive funding for programs that support the school.

CJSHS is a place where all students are supported and encouraged to realize their dreams.

### District Mission Statement

We are a collaborative, culturally rich educational community, where a rigorous and innovative curriculum prepares our students to be successful contributors to our global society.

### Goals

#### GOAL 1: ENSURE ACADEMIC EXCELLENCE FOR ALL STUDENTS

All of our students will meet or exceed established State Standards of performance. The instructional program will provide a responsive and challenging education for every student.

#### GOAL 2: PROVIDE A SAFE, HEALTHY AND POSITIVE SCHOOL ENVIRONMENT

We will create a positive school environment in which students are safe, empowered to take an active role in the school and community, and support healthy life choices for themselves and others.

#### GOAL 3: ENHANCE COMMUNICATION

We will enhance communication among students, parents, teachers and the local and global community.

#### GOAL 4: DEVELOP A POSITIVE AND UNIFIED SCHOOL COMMUNITY CULTURE

We will develop a positive and unified school community culture which embraces and celebrates our multi-cultural richness.

#### GOAL 5: MAINTAIN AND IMPROVE FACILITIES

We will maintain, improve and provide facilities with an emphasis on the use of social and environmentally conscious practices.

### Calistoga Joint Unified School District

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Calistoga, CA 94515  
Phone: (707) 942-4703  
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Dr. Esmeralda Mondragon  
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### Calistoga Joint USD Vision Statement

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

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" 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	26.2%
Five of Six Standards	31.1%
Six of Six Standards	0.0%
Grade 9	
Four of Six Standards	32.3%
Five of Six Standards	53.2%
Six of Six Standards	3.2%

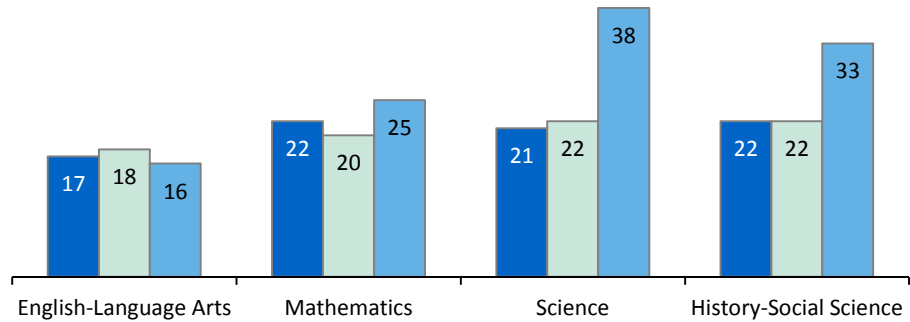
### Student Enrollment by Group

Calistoga Jr.-Sr. HS	
Socioeconomically Disadvantaged	69.6%
English Learners	27.7%
Students with Disabilities	8.2%

### Class Size

■ 08-09    □ 09-10    ■ 10-11

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

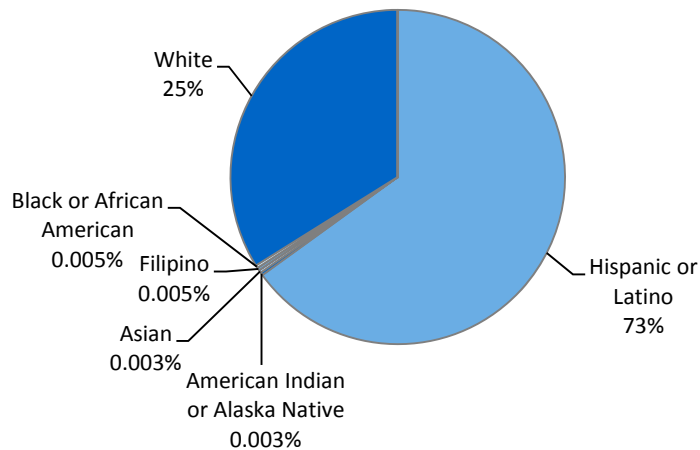


### Class Size Distribution — Number of Classrooms By Size

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

### Enrollment and Demographics

The total enrollment at the school was 365 students for the 2010-11 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

### School Facility Items Inspected

The table shows 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, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **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. At the time of this school facility inspection, no deficiencies were found.

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
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			09/02/2011
<b>Date of the Most Recent Completion of the Inspection Form</b>			09/02/2011

### 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.

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### School Facilities

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The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, 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 2011-12 school year, the District budgeted \$56,587 for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget.

### Facilities Update

Calistoga School facilities shall support diverse, innovative, interactive learning experiences, promote academic excellence, and instill a passion for life-long learning. The facilities shall be safe, clean, and accommodate the present and future needs of the entire community. Measure “A” was approved by 65.2% of voters on November 2, 2010. Measure “A” authorized the Calistoga Joint Unified School District to issue \$42 million in General Obligation bonds over time. The bond program was established to improve and renovate Calistoga schools, improve school libraries, upgrade classrooms, modernize computer networks, build a new gym and a cafeteria, install solar energy systems, and replace aging roofs, heating, electrical, plumbing, cooling and ventilation systems.



### 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	Percent 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%

### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Calistoga Jr.-Sr. HS	
Currency of Textbook Information	
Data Collection Date	08/2011

### Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Calistoga Jr.-Sr. HS	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

### 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
History-Social Science	Pearson	2010
Art	Glencoe	2007

### 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 meetings entitled "Second Cup of Coffee" offer parents the opportunity of meeting with site administrators to discuss issues in an open forum. They are conducted in both Spanish and English each month and promote informed parent empowerment.

Parents also have access to updated 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 for 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 Kara Mannix, Vice Principal, at (707) 942-6278.

### 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.

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

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	42%	49%	46%	44%	47%	46%	49%	52%	54%
Mathematics	19%	24%	20%	34%	39%	40%	46%	48%	50%
Science	45%	54%	46%	38%	46%	41%	50%	54%	57%
History-Social Science	45%	46%	57%	42%	46%	55%	41%	44%	48%

### 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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	46%	40%	41%	55%
All Students at the School	46%	20%	46%	57%
Male	39%	19%	43%	58%
Female	52%	21%	48%	55%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35%	15%	43%	50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74%	32%	59%	82%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	37%	17%	42%	52%
English Learners	13%	13%	21%	22%
Students with Disabilities	30%	14%	❖	27%
Students Receiving Migrant Education Services	32%	17%	38%	45%

❖ 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 aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



## API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

## 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 API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API 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.

## Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

## API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	4	6	6
Similar Schools API Rank	7	9	9

## API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Calistoga Jr.-Sr. HS — Actual API Change		
	Calistoga Jr.-Sr. HS		Calistoga JUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	281	768	578	768	4,683,676	778	39	19	14
Black or African American	2	■	3	■	317,856	696	■	■	■
American Indian or Alaska Native	1	■	2	■	33,774	733	■	■	■
Asian	1	■	2	■	398,869	898	■	■	■
Filipino	1	■	7	■	123,245	859	■	■	■
Hispanic or Latino	204	738	432	739	2,406,749	729	48	21	22
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	72	856	131	852	1,258,831	845	19	4	-2
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	206	737	447	742	2,731,843	726	55	31	13
English Learners	170	708	370	723	1,521,844	707	56	36	13
Students with Disabilities	31	616	67	592	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Calistoga Jr.-Sr. HS		Calistoga JUSD	
<b>Met Overall AYP</b>	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	No	No	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	Yes		Yes	

### Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 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
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>	1	
<b>Percent of Schools Identified for Program Improvement</b>	33.3%	

### Public Internet Access

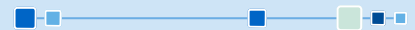
Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, 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.

◇ Not applicable.

### 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



## Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 3.4% of the school's students were enrolled in a total of five AP courses offered.

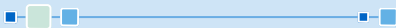
Advanced Placement Courses	
English	1
Fine and Performing Arts	1
Mathematics	1
Science	1
Social Science	1



## School Safety

The School Safety Plan is reviewed annually. The plan addresses the response to earthquake, fire, intruders, and weapons on campus. It highlights inter-agency 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 September 2011.



## Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all 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. Please note state results are not available. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Group	Completion of High School Graduation Requirements	
	Graduating Class of 2011	
	Calistoga Jr.-Sr. HS	Calistoga JUSD
All Students	100.0%	100.0%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	100.0%	100.0%
Native Hawaiian or Pacific Islander	❖	❖
White	100.0%	100.0%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	100.0%	100.0%
English Learners	❖	❖
Students with Disabilities	❖	❖

## 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. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

	Graduate and Dropout Rates					
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Calistoga Jr.-Sr. HS	❖	84.62%	90.77%	3.50%	4.20%	3.80%
Calistoga JUSD	❖	80.00%	87.14%	4.20%	5.10%	5.10%
California	80.21%	78.59%	80.44%	4.90%	5.70%	4.60%

❖ 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.

❖ Information not available.

*"We believe that all students can achieve. We aim to treat every child as our own and we continue to have high expectations for all of our children."*



### California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Calistoga Jr.-Sr. HS	44%	38%	49%	44%	38%	47%
Calistoga JUSD	44%	38%	47%	44%	38%	45%
California	52%	54%	59%	53%	54%	56%

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. 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 two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

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

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

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	53%	26%	21%	55%	33%	12%
All Students at the School	51%	28%	22%	53%	34%	12%
Male	58%	29%	13%	55%	39%	6%
Female	44%	26%	29%	52%	30%	18%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	56%	28%	17%	58%	32%	9%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	27%	27%	45%	27%	45%	27%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	58%	30%	12%	63%	27%	10%
English Learners	88%	8%	4%	78%	22%	❖
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	56%	28%	16%	58%	29%	12%

❖ 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.

## 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.



## Admission Requirements for California's 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 course 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 UC Admissions Information Web page at [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions). (Outside source)

**California State University:** Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

## 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, visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	2009-10
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	81.5%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	25.0%

## Career Technical Education Participation

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

Career Technical Education Data	
	2010-11 Participation
Number of Pupils Participating in CTE	40
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	5.0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	3.0%

## 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 dedicated five days to staff and professional development each year.

### 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/>.

Teacher Credential Information				
	Calistoga JUSD	Calistoga Jr.-Sr. HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	52	22	24	24
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	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		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

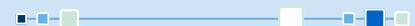
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Calistoga Jr.-Sr. HS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

### 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).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	365:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0



**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.

## 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	\$10,580
Expenditures Per Pupil From Restricted Sources	\$1,379
Expenditures Per Pupil From Unrestricted Sources	\$9,201
Annual Average Teacher Salary	\$82,673



## 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 and Expulsion Rates			
Calistoga Jr.-Sr. HS			
	08-09	09-10	10-11
Suspension Rates	0.276	0.339	0.189
Expulsion Rates	0.008	0.000	0.005
Calistoga JUSD			
	08-09	09-10	10-11
Suspension Rates	0.008	0.172	0.136
Expulsion Rates	0.000	0.000	0.004

## Financial Data

The financial data displayed in the SARC is from the 2009-10 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).

## 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	◇	\$37,978
Mid-Range Teacher Salary	◇	\$55,252
Highest Teacher Salary	◇	\$71,674
Average Principal Salary (Elementary School)	◇	\$87,651
Average Principal Salary (Middle School)	◇	\$92,196
Average Principal Salary (High School)	◇	\$93,352
Superintendent Salary	◇	\$116,851
Teacher Salaries — Percent of Budget	40%	34%
Administrative Salaries — Percent of Budget	9%	7%

## 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	\$9,201	\$82,673
Calistoga JUSD	\$10,249	\$82,074
California	\$5,455	\$57,163
School and District — Percent Difference	-11.4%	+0.7%
School and California — Percent Difference	+40.7%	+30.9%

◇ Information not available.

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.