

# Calistoga Junior-Senior High School

1608 Lake Street • Calistoga, CA 94515-1359 • (707) 942-6278 • Grades 7-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Calistoga Joint Unified School District

1520 Lake Street  
Calistoga, CA 94515  
7079424703

[www.calistogaschools.org](http://www.calistogaschools.org)

#### District Governing Board

Jeff Maxfield, President

Julie Elkeshen, Clerk

Matthew Reid, Trustee

Indira Lopez, Trustee

Mark Galindo, Trustee

#### District Administration

Dr. Esmeralda Mondragon

**Superintendent**

Craig Wycoff

**Calistoga High School Principal**

David Kumamoto

**Calistoga Junior High School and  
Palisades Continuation High School  
Principal**

Nicole Lamare

**Calistoga Elementary School  
Principal**

George Valenzuela

**Calistoga Elementary School Vice  
Principal**

John Mauro

**Director of Human Resources &  
Payroll**

Jenna Burrows

**Director of Business Services**

### School Description

Calistoga High School has a strong tradition of high academic achievement. Our graduates leave Calistoga High School college and career ready. We have an outstanding AVID and Advanced Placement program. Some of our newer classes are: Advanced Placement Spanish, Culinary Arts, Computer Science and Programming, Introduction to Construction, Biotechnology and La Promesa Future Educators class. We also have a new College and Career Center.

Even though we have an open campus, our students are actively involved in ASB, and the numerous clubs on campus. This year we have three new clubs on campus, Interact, "S" club, and our Engineering club. The Interact and "S" clubs are service clubs that are generously supported by our local Rotary and Soroptimist organizations.

With the support of our Athletic Boosters and our new Athletic Director, Karen Yoder, our athletics are successfully thriving. To learn more about our program please visit our Calistoga Wildcats Athletic webpage: [www.calistogaathletics.com](http://www.calistogaathletics.com)

Our staff welcomes all parents to be involved in their child's education here at Calistoga High School. Therefore, if you are looking for ways to get involved, volunteer, or be more active on our campus, please contact Ms. Maria Urzua by phone, 707-942-6278.

## 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	63
Grade 8	63
Grade 9	56
Grade 10	48
Grade 11	64
Grade 12	57
<b>Total Enrollment</b>	<b>351</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	2.3
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.3
White	17.1
Two or More Races	0
Socioeconomically Disadvantaged	71.2
English Learners	23.9
Students with Disabilities	9.7
Foster Youth	0

## 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			
Calistoga Junior-Senior High School	14-15	15-16	16-17
With Full Credential	25	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Calistoga Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Calistoga Junior-Senior High	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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

2015-16 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 2016-17)**

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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. While we have a separate junior high and senior high, they are located on a combined campus setting.

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 sporting events with the capacity to 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. The District's 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. Full-time library services are available in our newly remodeled 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 and clean campus environment.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/8/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			CUSTODIAL Storage: 4. FLOOR TILES HAVE HOLES 11. PAINT IS CHIPPING ON CEILING 15. SWING ARM IS BROKEN ON DOOR Room 27: 4. CARPET IS WORN / STAINED STORAGE: 4. DRY WALL IS MISSING ON CEILING 7. EXPOSED WIRES IN ROOM
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			STORAGE: 4. DRY WALL IS MISSING ON CEILING 7. EXPOSED WIRES IN ROOM
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Jr. High: Woodshop- Continual water flow at toilet.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			CUSTODIAL Storage: 4. FLOOR TILES HAVE HOLES 11. PAINT IS CHIPPING ON CEILING 15. SWING ARM IS BROKEN ON DOOR
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CUSTODIAL Storage: 4. FLOOR TILES HAVE HOLES 11. PAINT IS CHIPPING ON CEILING 15. SWING ARM IS BROKEN ON DOOR Room 23: 15. DOOR HANDLE IS VERY LOOSE Room 3: 14. TRIP HAZARD/ BRICKS ARE LIFTED ON WALKWAY Room 4: 14. TRIP HAZARD/ BRICKS ARE LIFTED ON WALKWAY/ HOLE ON CEMENT @ WALKWAY
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	40	37	40	44	48
Math	19	24	29	32	34	36

\* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	43	34	31	48	36	29	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.5	25.4	34.9
9	23.6	18.2	36.4

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	115	106	92.2	31.1
Male	55	51	92.7	31.4
Female	60	55	91.7	30.9
Hispanic or Latino	90	85	94.4	23.5
White	17	15	88.2	66.7
Socioeconomically Disadvantaged	85	80	94.1	23.8
English Learners	37	32	86.5	21.9
Students with Disabilities	11	11	100.0	36.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	7	64	61	95.3	54.1
	8	62	59	95.2	25.4
	11	66	61	92.4	39.3
Male	7	28	27	96.4	51.9
	8	27	26	96.3	19.2
	11	34	31	91.2	25.8
Female	7	36	34	94.4	55.9
	8	35	33	94.3	30.3
	11	32	30	93.8	53.3
American Indian or Alaska Native	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	46	45	97.8	44.4
	8	53	51	96.2	19.6
	11	52	51	98.1	35.3
White	7	14	12	85.7	100.0
	8	--	--	--	--
	11	13	9	69.2	66.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	7	52	50	96.2	46.0
	8	52	50	96.2	22.0
	11	40	38	95.0	31.6
English Learners	7	--	--	--	--
	8	26	24	92.3	8.3
	11	15	14	93.3	7.1
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students Receiving Migrant Education Services	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated

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

School Year 2015-16 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 Met or Exceeded
All Students	7	64	61	95.3	41.0
	8	62	59	95.2	23.7
	11	66	61	92.4	8.2
Male	7	28	27	96.4	59.3
	8	27	26	96.3	19.2
	11	34	31	91.2	9.7
Female	7	36	34	94.4	26.5
	8	35	33	94.3	27.3
	11	32	30	93.8	6.7
American Indian or Alaska Native	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	46	45	97.8	33.3
	8	53	51	96.2	15.7
	11	52	51	98.1	5.9
White	7	14	12	85.7	75.0
	8	--	--	--	--
	11	13	9	69.2	22.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	7	52	50	96.2	32.0
	8	52	50	96.2	16.0
	11	40	38	95.0	
English Learners	7	--	--	--	--
	8	26	24	92.3	12.5
	11	15	14	93.3	
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students Receiving Migrant Education Services	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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 (School Year 2016-17)

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 AERIES grade book.

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 Learner Advisory Council. For more information, please contact the Calistoga High School directly 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.

### School Safety Plan

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 pro- active planning for natural disasters. Drills and simulations support school preparedness.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty February, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	12.6	4.6	3.0
Expulsions Rate	0.3	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.2	2.2	1.9
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	.375
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	293:1

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	16	17	2	18	18	5	6	7				
Mathematics	17	17	4	16	16	2	4	3				
Science	21	21		8	8		7	7				
Social Science	23	22	1	5	6	1	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.

### 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. In addition, a modified day each week allows collaboration and planning time for instructional teams. Instructional minutes on the four unmodified days are extended to assure students are provided full instructional time each week. Teachers also attend conferences, workshops, trainings and present best practices to one another at staff meetings and during collaboration time to support effective Common Core implementation.

For the most recent three-year period, we had 5 days each year dedicated to staff and professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,157	\$40,430
Mid-Range Teacher Salary	\$87,815	\$58,909
Highest Teacher Salary	\$108,215	\$77,358
Average Principal Salary (ES)	\$139,073	\$94,634
Average Principal Salary (MS)		\$97,839
Average Principal Salary (HS)	\$147,974	\$100,453
Superintendent Salary	\$235,826	\$123,728
Percent of District Budget		
Teacher Salaries	32%	32%
Administrative Salaries	8%	6%

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Calistoga Junior-Senior High School	2011-12	2013-14	2014-15
Dropout Rate	0.00	1.60	1.70
Graduation Rate	98.15	96.72	98.28
Calistoga Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate	7.60	9.10	7.80
Graduation Rate	83.33	89.39	90.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	77
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	17785.37	3331.51	14453.86	90127.79
District	♦	♦	13231.16	\$89,375
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			9.2	0.8
Percent Difference: School Site/ State			154.6	48.5

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	82.75
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36.8

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	100	98	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	100	100	54
Students with Disabilities	100	98	78

### Career Technical Education Programs

Calistoga High School offers a variety of career technical education. Students progress from basic skills through professional projects. This year we have introduced many new classes: Culinary Arts, Computer Science and Programming, Introduction to Construction, and La Promesa Future Educators class. 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.

### 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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