

Palisades Continuation High School

1507 Grant Street • Calistoga, Ca, 94515 • 7079424703 • Grades 9-12

David Kumamoto, Principal
dkumamoto@calistogaschools.org
www.calistogaschools.org

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

District Governing Board

Jeff Maxfield, President
Julie Elkeshen, Clerk
Marco DiGiulio, Trustee
Marty Hunt, Trustee
Indira Lopez, 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

Jane Bunting

Calistoga Elementary School Principal

Nicole Lamare

Calistoga Elementary School Vice Principal

John Mauro

Director of Human Resources & Payroll

Jenna Burrows

Director of Business Services

School Description

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

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 10	2
Grade 11	9
Grade 12	4
Total Enrollment	15

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0
White	13.3
Two or More Races	0
Socioeconomically Disadvantaged	86.7
English Learners	46.7
Students with Disabilities	0
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			
Palisades Continuation High School	14-15	15-16	16-17
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			
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			
Palisades Continuation High	14-15	15-16	16-17
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

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
Reading/Language Arts	McDougal Littell Adopted On 2007 English Language Arts, Holt Adopted On 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mathematics, Pearson Adopted On 2014 Algebra, Pearson Adopted On 2014 Pre-Algebra and Calculus, Glencoe Adopted On 2002-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Various Science Books, Glencoe Adopted On 2001-04 Earth Science, Holt Adopted On 2007 McGraw-Hill Adopted On 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell Adopted On 2007 Pearson Adopted On 2010 Prentice Hall Adopted On 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Glencoe Adopted On 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/8/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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

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	--	--	--	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.

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	--	--	37	40	44	48
Math	--	--	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.

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	11	--	--	--	--
Male	11	--	--	--	--
Female	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
English Learners	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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	11	--	--	--	--
Male	11	--	--	--	--
Female	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
English Learners	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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)

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

State Priority: School Climate

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

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

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

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	2	2	17	4	5	18			7			
Mathematics	5	4	17	2	2	16			3			
Science			21			8			7			
Social Science	9	1	22	1	1	6			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.

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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	29599.36	1788.48	27810.88	105665
District	♦	♦	13231.16	89375
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			110.2	18.2
Percent Difference: School Site/ State			389.9	74.1

* Cells with ♦ do not require data.

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:

1. Certificated teachers
2. Basic literacy and advanced college prep instructional program
3. Music, art, drama and elective course programming
4. Academic counseling services
5. Personal counseling services
6. Staff development
7. Classified support staff
8. Instructional aides
9. Textbooks and instructional materials
10. Special Education programs
11. Maintenance
12. Educational technology
13. Home-to-school transportation
14. Library services
15. Summer school
16. District utilities
17. Advanced Placement
18. Honors and Gifted Programming
19. Program for English Language Learners
20. School Safety and Violence Prevention
21. Supplemental counseling
22. After-school tutoring
23. Interscholastic athletic program

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Palisades Continuation High School	2011-12	2013-14	2014-15
Dropout Rate	7.60	9.10	7.80
Graduation Rate	83.33	89.39	90.63
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	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

* 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	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	2	♦
Science	1	♦
Social Science	2	♦
All courses	7	1.1

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

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.