

# Calistoga Elementary School

## School Accountability Report Card



### GRADES K-6

1327 Berry Street Calistoga, CA 94515  
Phone: (707) 942-4398 Fax: (707) 942-0970  
Website: [www.calistoga.k12.ca.us/ces](http://www.calistoga.k12.ca.us/ces)

Michele Treuscorff, Principal

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

### Principal's Message

The mission of Calistoga Elementary School is to provide each student with a rich education in a safe and supportive learning environment. The teaching staff, parents, and community are united in maintaining a learning environment that promotes self-discipline, personal responsibility, and academic excellence. We celebrate the diversity of our school community and emphasize the social and academic skills we believe to be essential for our students to successfully navigate their future.

Our goal at Calistoga Elementary School is to provide high quality curriculum and instruction to all our students so that they can meet and exceed the California content and performance standards. The faculty at Calistoga Elementary School works closely together to align their teaching to maintain consistent high quality instruction throughout the grades.

We use the 2002 Houghton Mifflin Language Arts program in kindergarten through the sixth grade. Intermediate students in need of additional support receive instruction in Sopris West's LANGUAGE! program. We have recently adopted new core curricula in science, history-social science, and mathematics. In addition, English Speaking students are provided Spanish as a second language.

Parent and community volunteer work is important to our academic and extracurricular programs. We encourage parents to join our Parent/Teacher Organization (PTA), our School Site Council (SSC), our Art Docent program, and our English Learner Advisory Council (ELAC). We welcome and encourage all parents to become involved in all of our school-related activities.

### 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.

### Parental Involvement

Calistoga Elementary School has many opportunities for parent involvement. Parents are always invited to visit and/or assist in their children's classroom. We have several active parent organizations. The PTA meets the first Tuesday of the month at 6:30 P.M., the ELAC meets the third Thursday of the month at 6:30 P.M., and the SSC meets the fourth Thursday of the month at 3:45 P.M. Parents and community members are encouraged to volunteer in the classroom and in our extensive tutoring and after-school homework center programs. Our Art Docent program—which provides exemplary art lessons—is operated by parent volunteers. The school garden and classes in cooking basics are also organized and taught by parent and community volunteers. Parents are also welcome to attend monthly parent forum called "Coffee and Conversation" where parents enjoy an hour of informal conversation with the school administration.

We have three community organizations that support our school. The Calistoga Education Foundation provides grants to teachers for field trips, books, technology, special supplementary classroom materials, and special projects. The Athletic Boosters support our physical education program. The Music and Arts Boosters support the band and chorus program. Each of these groups welcomes parent involvement and participation.

For more information on how to become involved, please contact Michele Treuscorff, Principal, at (707) 942-4398.

### 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)

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

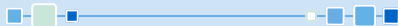
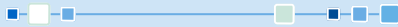
Our vision is that all of our students have the skills, knowledge and attitudes to become confident, competent, productive citizens and lifelong learners.

### 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*®. For 2010-11, no information is available for Calistoga Elementary School regarding the California PFT. 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/).



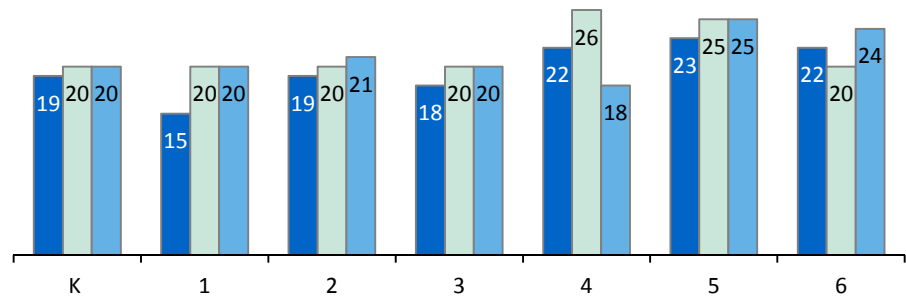
### Student Enrollment by Group

Calistoga ES	
Socioeconomically Disadvantaged	96.3%
English Learners	68.0%
Students with Disabilities	6.8%

### Class Size

08-09 09-10 10-11

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

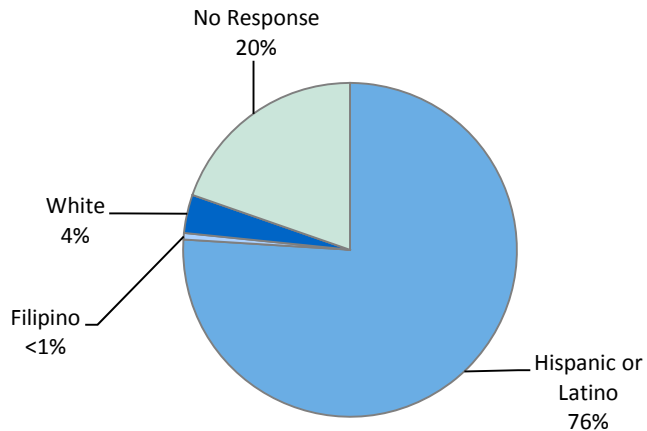


### Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			4		
1	4			4			2	2	
2	3			3			1	2	
3	3			3			2	1	
4		3		2			3		
5		3		3				2	
6	1	2		3				3	

### Enrollment and Demographics

The total enrollment at the school was 483 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 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, 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.

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			09/02/2011
Date of the Most Recent Completion of the Inspection Form			09/02/2011

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	HV/VC repair on cafeteria on 10/12/2011.
Interior	New rugs installed and new furniture for selected classrooms in August 2011.

### School Facilities

Student safety is a primary concern at Calistoga Elementary School. Student supervision begins 30 minutes before the school day and continues through dismissal time. After-school activities are supervised.

In addition to comfortable student-sized furniture, all classrooms are equipped with excellent lighting, and adjustable heating and air conditioning. All facilities are kept in good repair. In the restrooms, 100% of the toilets are working. In addition to 25 regular classrooms, there is a reading/band room, a reading/Gifted and Talented Education (GATE) room, a science/art room, and a cafeteria/multipurpose room. Two conference rooms are available for parent and staff meetings.

*Continued on sidebar*

### School Facilities

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A dedicated, three-person custodial and maintenance staff keeps the school clean and in top physical repair. They are on-duty from early morning before school begins into the evening to ensure that the campus is clean and routine maintenance issues are addressed in a timely manner. In addition, there are two groundskeepers who keep the playing fields and landscaping attractive and trimmed.

Located on approximately eight acres in the center of town, Calistoga Elementary School is a modern, clean, facility. Fourteen new classrooms were added in 1998, and in summer 2003, the eight oldest classrooms, built in 1956, were completely renovated. All of the restrooms on the campus have handicap accessibility and have been recently renovated. No emergency facilities exist at Calistoga Elementary School.

Campus modernization will begin in June 2012. Calistoga Elementary School will receive new flooring in the multi-purpose building, 4 upgraded classrooms and a modernized library/media center.

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.



### Currency of Textbook Data

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

Calistoga ES	
Currency of Textbook Information	
Data Collection Date	08/2011

### 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 and school site council in September 2011.



### 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.

### 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	<i>Reading</i> , Houghton Mifflin (K-6)	2002
Mathematics	Harcourt School Publishers (K-6)	2008
Science	Pearson Scott Foresman (K-6)	2008
History-Social Science	Harcourt School Publishers (K-6)	2006

### Availability of Textbooks and Instructional Materials

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

Calistoga ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

### Quality of Textbooks

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

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

◇ Not applicable.

### 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, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Calistoga ES			Calistoga JUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	47%	47%	47%	44%	47%	46%	49%	52%	54%
Mathematics	49%	54%	59%	34%	39%	40%	46%	48%	50%
Science	27%	33%	34%	38%	46%	41%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	46%	40%	41%
All Students at the School	47%	59%	34%
Male	45%	60%	31%
Female	49%	58%	38%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	37%	53%	27%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	79%	74%	46%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	42%	55%	33%
English Learners	29%	48%	11%
Students with Disabilities	23%	38%	❖
Students Receiving Migrant Education Services	24%	47%	17%

❖ 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	5	4	4
Similar Schools API Rank	9	6	7

## 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 ES — Actual API Change		
	Calistoga ES		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	289	778	578	768	4,683,676	778	-1	7	10
Black or African American	1	■	3	■	317,856	696	■	■	■
American Indian or Alaska Native	1	■	2	■	33,774	733	■	■	■
Asian	1	■	2	■	398,869	898	■	■	■
Filipino	6	■	7	■	123,245	859	■	■	■
Hispanic or Latino	222	750	432	739	2,406,749	729	6	2	15
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	58	865	131	852	1,258,831	845	3	22	-6
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	235	760	447	742	2,731,843	726	10	5	24
English Learners	195	745	370	723	1,521,844	707	0	22	24
Students with Disabilities	34	593	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 ES		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	Yes	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✘		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 ES	Calistoga JUSD
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2000-2001	◇
<b>Year in Program Improvement</b>	Year 5	◇
<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. The graduation rate for AYP criteria applies to high schools.
- ◇ 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



## 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	
<b>Academic Counselors: FTE and Ratio</b>	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
<b>Support Staff</b>	
	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00



**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.

## 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 ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	52	28	31	28
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 ES		
	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/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 ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.



### 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.

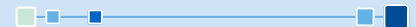
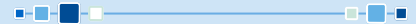
Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Calistoga ES	\$8,158	\$81,509
Calistoga JUSD	\$10,249	\$82,074
California	\$5,455	\$57,163
School and District — Percent Difference	-25.6%	-0.7%
School and California — Percent Difference	+33.1%	+29.9%

◇ Information not available.

### 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 ES	
Total Expenditures Per Pupil	\$10,460
Expenditures Per Pupil From Restricted Sources	\$2,302
Expenditures Per Pupil From Unrestricted Sources	\$8,158
Annual Average Teacher Salary	\$81,509



### 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 ES			
	08-09	09-10	10-11
Suspension Rates	0.039	0.035	0.095
Expulsion Rates	0.000	0.000	0.002
Calistoga JUSD			
	08-09	09-10	10-11
Suspension Rates	0.008	0.172	0.136
Expulsion Rates	0.000	0.000	0.004

# Calistoga Elementary School

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.