Calistoga Elementary School

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

GRADES K-6
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Dr. Esmeralda Mondragon
Superintendent

Michele Treuscorff
Principal

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.

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.

School Safety

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

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on November 18, 2010.

Calistoga Joint Unified School District

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Calistoga, CA 94515
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District Vision

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

"The mission of Calistoga Elementary School is to provide each student with a rich education in a safe and supportive learning environment."

Class Size

Legend: ■ 07-08 □ 08-09 ■ 09-10

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

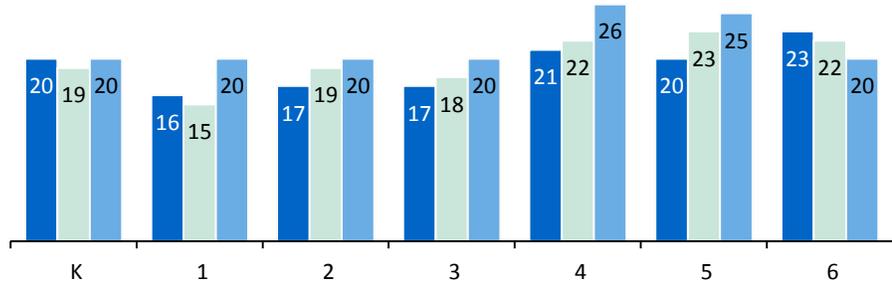| Grade	07-08	08-09	09-10
K	20	19	20
1	16	15	20
2	17	19	20
3	17	18	20
4	21	22	26
5	20	23	25
6	23	22	20

Suspensions and Expulsions

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

Suspension Rate

Calistoga ES

07-08	08-09	09-10
0.016	0.039	0.035

Calistoga JUSD

07-08	08-09	09-10
0.090	0.008	0.172

Expulsion Rate

Calistoga ES

07-08	08-09	09-10
0.000	0.000	0.000

Calistoga JUSD

07-08	08-09	09-10
0.002	0.000	0.000

Class Size Distribution — Number of Classrooms By Size

	07-08			08-09			09-10		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	1		5			4		
1	5			4			4		
2	2			3			3		
3	4			3			3		
4	1	2			3		2		
5	2	1			3		3		
6		3		1	2		3		

Enrollment and Demographics

The total enrollment at the school was 454 students for the 2009-10 school year.

- White 21%
- No Response <1%
- Black or African American 1%
- American Indian or Alaska Native <1%
- Asian 1%
- Filipino 1%
- Hispanic or Latino 76%
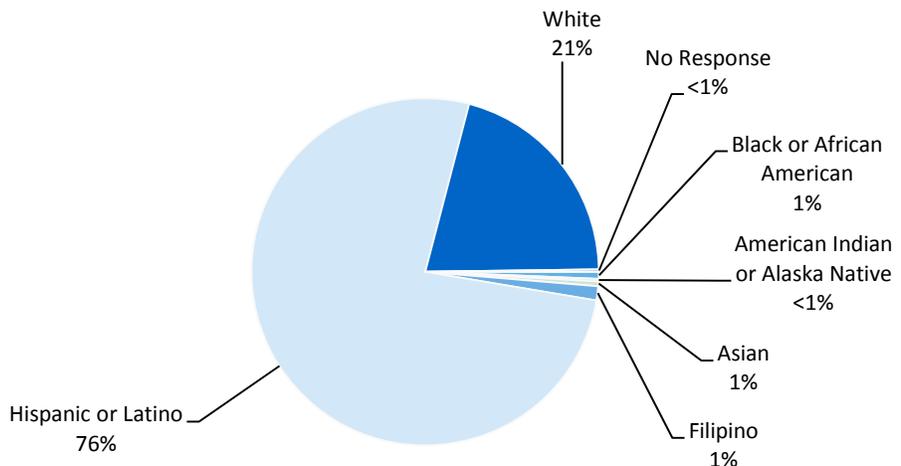
School Facility Items Inspected

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

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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	Fair	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/01/2010
Date of the Most Recent Completion of the Inspection Form			09/01/2010

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**
Interior	Water spots on ceiling tiles and broken floor tiles on floor of multipurpose room; Repairs underway as part of modernization plan.

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.

School Facilities

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A dedicated, five-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.

Our PTA donated a new computer lab, which is housed in a separate room just off the school library. The school library has an impressive collection of over 30,000 books. The campus and all classrooms are fully networked and every room has computers and high-speed Internet access for instructional use.

During 2007-08, the facility improvements in our District were focused on our high school campus. AT CES, routine maintenance was a priority and in the fall of 2008 all new playground equipment will replace the existing equipment. This project has been funded in large part with District funds supplemented by a significant contribution from the Calistoga and Napa Kiwanis Clubs.
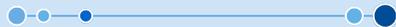
The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted $56,587for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget. In addition to the Deferred Maintenance Program, the district fully funds Routine Restricted Maintenance at $317,880 which represents 3% of the District's general fund adopted budget.

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	*Reading*, 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

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

Availability of 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	0%
Foreign Language	0%
Health	0%

Availability of Textbooks and Instructional Materials

The table lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

"The faculty at Calistoga Elementary School works closely together to align their teaching to maintain consistent high quality instruction throughout the grades."

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, contact Michele Treuscorff, Principal, at (707) 942-4398.

STAR Results for All Students: Three-Year Comparison

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

Percentage of Students Scoring At Proficient or Advanced Levels									
	Calistoga ES			Calistoga JUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	43%	47%	47%	39%	44%	47%	46%	50%	52%
Mathematics	48%	49%	54%	33%	34%	39%	43%	46%	48%
Science	26%	27%	33%	33%	38%	46%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
	Spring 2010 Results		
Group	**English-Language Arts**	**Mathematics**	**Science**
All Students in the District	47%	39%	46%
All Students at the School	47%	54%	33%
Male	44%	56%	31%
Female	51%	53%	35%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	39%	48%	25%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	72%	77%	64%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	41%	47%	24%
English Learners	23%	36%	4%
Students with Disabilities	47%	53%	❖
Students Receiving Migrant Education Services	49%	54%	10%

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

Standardized Testing and Reporting Program

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

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

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

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

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

Academic Performance Index

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

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

API Ranks

API Ranks

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

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	4	5	4
Similar Schools API Rank	5	9	6

API Growth by Student Group

API Growth by Student Group

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

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	37	-1	7
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	44	6	2
Native Hawaiian or Pacific Islander	■	■	■
White	20	3	22
Two or More Races	■	■	■
Socioeconomically Disadvantaged	39	10	5
English Learners	59	0	22
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	Calistoga ES	**Calistoga JUSD**	**California**
All Students	768	758	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	735	722	715
Native Hawaiian or Pacific Islander	■	■	753
White	871	862	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	736	727	712
English Learners	721	709	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

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

Federal Intervention Program

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

Federal Intervention Program		
	Calistoga ES	**Calistoga JUSD**
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2000-2001	✧
Year in Program Improvement	Year 5	✧
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		33.3%

✧ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

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

## California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	6.8%
Five of Six Standards	23.0%
Six of Six Standards	59.5%
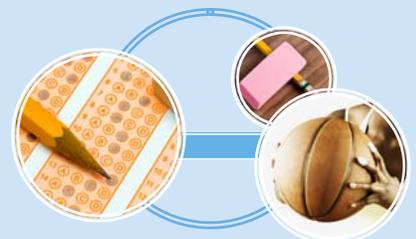
Adequate Yearly Progress

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

1. Participation rate on statewide assessments in English-language arts and mathematics

2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics

3. API scores

4. Graduation rate for high schools

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

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).

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Calistoga ES		**Calistoga JUSD**	
Met Overall AYP	No		Yes	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		▲	

✧   Not applicable. The graduation rate for AYP criteria applies to high schools.

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

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	0.000
Ratio of Students Per Academic Counselor	✧
Support Staff	**FTE**
Counselor (Social/Behavioral or Career Development)	0.125
Library Media Teacher (Librarian)	0.000
Library Media Services Staff (Paraprofessional)	1.000
Psychologist	0.500
Social Worker	0.000
Nurse	0.000
Speech/Language/Hearing Specialist	1.000
Resource Specialist (non-teaching)	0.000
Other	0.000

✧   Not applicable.

Teacher Qualifications

Teacher Credential Information				
	Calistoga JUSD	Calistoga ES		
Teachers	**09-10**	**07-08**	**08-09**	**09-10**
With Full Credential	55	28	28	31
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		
	08-09	**09-10**	**10-11**
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/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 ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

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

✧ Not applicable.

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/.

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

Financial Data

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

"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."

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.

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

School Financial Data

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

School Financial Data	Calistoga ES
Total Expenditures Per Pupil	$10,292
Expenditures Per Pupil From Restricted Sources	$2,284
Expenditures Per Pupil From Unrestricted Sources	$8,008
Annual Average Teacher Salary	$88,358

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	$8,008	$88,358
Calistoga JUSD	$10,848	$89,112
California	$5,681	$56,953
School and District — Percent Difference	-35.5%	-0.9%
School and California — Percent Difference	+29.1%	+35.5%