



# Calistoga Elementary School

1327 Berry Street • Calistoga, CA 94515 • (707) 942-4398 • Grades K-6

Nicole Lamare, Principal

[nlamare@calistogajusd.org](mailto:nlamare@calistogajusd.org)

<http://ces.calistogaschools.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Calistoga Joint Unified School District**

1520 Lake Street

Calistoga, CA 94515

(707) 942-4703

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

### **District Governing Board**

Julie Elkeshen

**President**

Matthew Reid

**Clerk**

Jeff Maxfield

**Trustee**

Indira Lopez-Jones

**Trustee**

Mark Galindo

**Trustee**

### **District Administration**

Erin Smith-Hagberg

**Superintendent**

Raul Guerrero

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

Monica Baldenegro

**Calistoga Junior/Senior High School  
and Palisades Continuation High  
School Vice Principal**

Nicole Lamare

**Calistoga Elementary School Principal**

George Valenzuela

**Calistoga Elementary School Vice  
Principal**

Michael DeFrancesco

**Director of Educational Services and  
Human Resources**

Maureen Hester

**Director of Business Services**

Chris Ochs

**Director of Facilities, Maintenance,  
and Operations**

Rosa Rubio

**Director of Food Services**

### **School Description**

The mission of Calistoga Elementary School is to provide each student with a rich and high quality education in a safe, supportive environment that promotes self discipline, motivation and excellence in learning. The Calistoga Elementary School (CES) teaching team and support staff joins with parents and the Calistoga community in assisting our students to become independent, self-supporting adults who will succeed in and responsibly contribute to the global community. We provide academic excellence in a nurturing environment.

CES offers a rigorous academic program as well as a very rich extracurricular program. Our goal is to provide high quality curriculum and instruction to all of our students so they are able to meet or exceed the state's content and performance standards. The Calistoga teaching staff is highly trained and works collaboratively offering academic continuity throughout the grades. English/language arts, math and English language development are our areas of emphasis. We have hands-on science and outdoor education component for students in grades five and six.

Calistoga Elementary administers site assessments in academic content areas as well as state standardized tests. The faculty at CES uses student performance data to refine teaching strategies, determine appropriate interventions, as well as enrichment experiences for students. Students have access to 1:1 technology and demonstrate 21st Century Learning.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	62
Grade 2	68
Grade 3	68
Grade 4	65
Grade 5	61
Grade 6	64
Total Enrollment	477

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.6
Filipino	1
Hispanic or Latino	84.5
White	10.5
Socioeconomically Disadvantaged	77.6
English Learners	64.4
Students with Disabilities	13
Homeless	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Calistoga Elementary	17-18	18-19	19-20
With Full Credential	28	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Calistoga Joint Unified	17-18	18-19	19-20
With Full Credential	♦	♦	55.143
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Calistoga Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

English Language Arts and Mathematics adoptions are from the most recent adoption cycle. Teachers reviewed the SBE list of materials and worked in committee to determine the best fit for Calistoga Elementary School. In the case of the mathematics materials, several publishers were field tested prior to the ultimate selection of My Math. Both ELA and math materials were adopted in the spring of 2016. Because a science adoption has not occurred since 2008, Discovery Science Tech Book is being implemented as a supplemental curriculum to address Next Generation Science Standards.

There are no issues with insufficiency of textbooks.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 9/2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Wonders (Grades K-5) Study Sync (Grade 6)/Mc Graw Hill Adopted in 2016 <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>	My Math (Grades K-5) McGraw Hill / Digits (Grade 6) Pearson Adopted in 2016 <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>	Pearson Scott Foresman (K-6)/ Adopted in 2008 Discovery Science Tech Book (3-6)/ Adopted in 2013 <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>	Harcourt School Publishers (K-6) Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

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

Calistoga Elementary School was built in 1956. In addition to 28 regular classrooms, there is a band room, a science/art room, a cafeteria/multipurpose room, a media room, and a dedicated technology classroom. Two conference rooms are available for parent and staff meetings.

Calistoga JUSD completed a modernization project resulting in beautiful state-of-the-art classrooms equipped with technology, new furniture, and photovoltaic lighting. The library was also modernized, which includes natural lighting conveying a bright and cheerful atmosphere. The library is aesthetically pleasing with a modern appeal; a calm and open space conducive to reading, studying, and small group lessons. With the modernization, a Wet Lab was created for science and art lessons, and a self-contained media center was added to the library, allowing for classes to work with a mobile technology lab and to host guest presentations. A brand new fire alarm system was also installed during the summer of 2015.

The school facilities are kept in excellent condition. A custodial staff member, two groundskeepers and maintenance personnel assure a clean and safe school grounds with facilities in top physical repair.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 9/4/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 28: HVAC UNIT IS RATTLING
<b>Interior:</b> Interior Surfaces	Good	Room 17: CARPET HAS WAVES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room 28: OUTLET COVER IS BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 5: DRINKING FOUNTAIN HAS HIGH FLOW

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 4: ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD); PAINT IS CHIPPING ON SIDING Room 5: PAINT IS CHIPPING ON POLE ON WALKWAY Room 21: PAINT IS CHIPPING ON SIDING
<b>Structural:</b> Structural Damage, Roofs	Good	Parking Lots: TRIP HAZARD CRACKS THROUGHOUT
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Admin Area: TRIP HAZARD ON CEMENT WALKWAY/ ASPHALT IS CRACKED WITH HOLES AT BUS DROP OFF Kitchen: TRIP HAZARD ON ASPHALT WALKWAY SOUTH EXIT Room 23: HOLE IN CEMENT AT ENTRY/ TRIP HAZARD; WEST DOOR DOES NOT CLOSE PROPERLY Men's Restroom: WATER LINE/ FAUCET IS PROTRUDING ON SIDING
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	53	46	51	50	50
Math	38	46	31	33	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	16.4	9.8	13.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	252	97.30	52.78
Male	131	126	96.18	46.83
Female	128	126	98.44	58.73
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	212	97.25	47.64
White	28	28	100.00	85.71
Socioeconomically Disadvantaged	203	199	98.03	48.24
English Learners	202	196	97.03	43.88
Students with Disabilities	42	41	97.62	31.71
Students Receiving Migrant Education Services	20	20	100.00	40.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	258	99.61	46.30
Male	131	130	99.24	49.61
Female	128	128	100.00	42.97
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	218	100.00	42.40
White	28	28	100.00	67.86
Socioeconomically Disadvantaged	203	202	99.51	40.80
English Learners	202	202	100.00	39.30
Students with Disabilities	42	41	97.62	31.71
Students Receiving Migrant Education Services	20	20	100.00	55.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are always invited to visit or assist in their child's classroom. Calistoga Elementary School has many opportunities for parent involvement. This year, we are changing from a Parent Teacher Association (PTA) to a district-based Parent Teacher Organization (PTO). In addition to our parent organization, we have a District English Learner Advisory Committee (DELAC). Meetings focus on programs and services for English Learners (ELs). All members of the public are invited and parents of English Learners comprise the leadership. We have continued with our Parent Engagement opportunities on the third Friday of the month. At these meetings, parents meet to review a specific topic (e.g. Supporting Your Child With Homework, Digital Citizenship, Attendance, Volunteering at Your Child's School). Topics are highlighted in the school newsletter. Our School Site Council (SSC) meets nine times per year.

Community organizations also support Calistoga Elementary School. Reading Aloud Program, a reading program for Calistoga Elementary School classrooms, incorporating volunteer readers from the Calistoga community, is coordinated through the Soroptimist Club of Calistoga. The program is offered to grades K-6. The Calistoga Education Foundation (CEF) provides classrooms with financial support allowing students to benefit educationally from special programs, field trips, and guest presenters. Parents and community members assist with homework help and after-school tutorial time as well.

For more information on how to become involved at the school, please contact Principal Nicole Lamare at (707) 942-4398.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 proactive planning for natural disasters. Drills and simulations support school preparedness and take place on a monthly basis.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and School Site Council in October 2019.

Student safety is emphasized at CES. Student supervision begins 30 minutes before the school day begins.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.0	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.8	2.8	4.6
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.5
Other	

\* 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		4		20	3	1		18	1	4	
1	19	4			18	4			16	3	1	
2	20	2	1		22		3		14	3	2	
3	21	1	2		21		3		23		3	
4	21		3		21	2	1		16	1	3	
5	17	2	3		22		3		20	1	2	
6	26		12		24		13		21		12	
Other**									8	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 ensure students are provided full instructional time each week. Teachers also attend conferences, workshops, training 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.

In 2016-2017, Professional Development focused on the new English Language Arts adoption. Staff received support on using the new materials.

In 2017-2018, Professional Development focused on implementing Illuminate, the student data management system. Teachers also refined report cards to reflect current adopted programs. A team attended Illuminate training off site as well.

In 2018-2019, Professional Development focused on Restorative Practices (to determine alternatives to student suspension) and teachers also were surveyed about topics of interest (technology, supporting students with autism, mathematics).

In 2019-2020 Professional Development focused on Response to Intervention, Professional Learning Communities, and Culturally Responsive Teaching.

Implementation is supported through staff meetings, mentoring, and follow up professional development.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,840	\$43,574
Mid-Range Teacher Salary	\$99,416	\$63,243
Highest Teacher Salary	\$122,511	\$86,896
Average Principal Salary (ES)	\$134,551	\$103,506
Average Principal Salary (MS)	\$145,304	\$108,961
Average Principal Salary (HS)	\$145,304	\$108,954
Superintendent Salary	\$215,000	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	30%
Administrative Salaries	6%	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
- Core instructional program
- Music and art programming
- Personal counseling services
- Staff development
- Classified support staff
- Instructional aides
- Textbooks and instructional materials
- Special Education programs
- Educational technology
- Home-to-school transportation
- Library services
- Summer school
- Program for English Language Learners
- School Safety and Violence Prevention
- Supplemental counseling
- After-school tutoring

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$17,034.05	\$3,840.20	\$13,193.85	\$95,640.99
District	N/A	N/A	\$14,308.18	\$98,574.02
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.1	-3.0
School Site/ State	54.9	38.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.