

# California Department of Education

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.



## Cathy Bozzini, Principal

Principal, Jean Callison Elementary

## About Our School

The mission of Callison Elementary School, in partnership with staff, families and community, is to empower all students to excel in elementary school and prepare for middle school through immersion in an environment that provides a challenging, standards-based curriculum, promotes a desire for learning, builds self-confidence and instills compassion for others. Callison takes pride in its program and sets high academic standards for students. We are staffed by 100% highly qualified, credentialed teachers, all teaching within their credentialed areas. We offer the following programs for students at Callison in addition to the basic core curriculum: RSP (Resource Specialist Program), SDC (Special Day Class), Language Intervention, and a Speech and Language Program. The GATE (Gifted and Talented Education) Program is coordinated at the District level and GATE students are clustered in classrooms with teachers using Differentiated Instruction methods to meet students' needs.

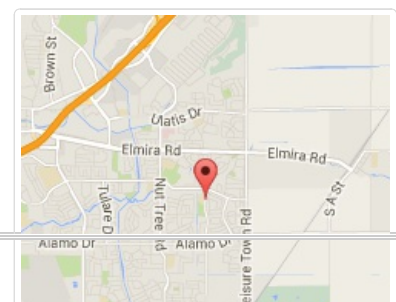
At Callison we integrate technology into every classroom. Teachers use SMART Boards, iPads, document cameras, LCD projectors, PowerPoint and computer-based learning serve to enhance our students' education every day. In addition, Callison is a model school using Response to Intervention strategies to identify needs and provide intervention to assist struggling students before they fall too far behind.

Callison also offers a variety of clubs and enrichment activities for students. Student council, Safe School Ambassadors, STOMP Kids Chorus, KidzArt, Novel Knowledge, the Bright and Early Book Club and the annual school Talent Show called "Putting on the Hits!" are a few of the activities students may choose to participate in.

## Contact

6261 Vanden Rd.  
Vacaville, CA 95687-7294

Phone: 707-453-6250  
E-mail: [cbozzini@vacavilleusd.org](mailto:cbozzini@vacavilleusd.org)





## Contact Information - Most Recent Year

School	
<b>School Name</b>	Jean Callison Elementary
<b>Street</b>	6261 Vanden Rd.
<b>City, State, Zip</b>	Vacaville, Ca, 95687-7294
<b>Phone Number</b>	707-453-6250
<b>Principal</b>	Cathy Bozzini, Principal
<b>E-mail Address</b>	<a href="mailto:cbozzini@vacavilleusd.org">cbozzini@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://callison.schoolloop.com/">http://callison.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736109094

District	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>
<b>Superintendent First Name</b>	Ken
<b>Superintendent Last Name</b>	Jacopetti
<b>E-mail Address</b>	<a href="mailto:kjacopetti@vusd.solanocoe.k12.ca.us">kjacopetti@vusd.solanocoe.k12.ca.us</a>

*Last updated: 1/27/2015*

## School Description and Mission Statement (Most Recent Year)

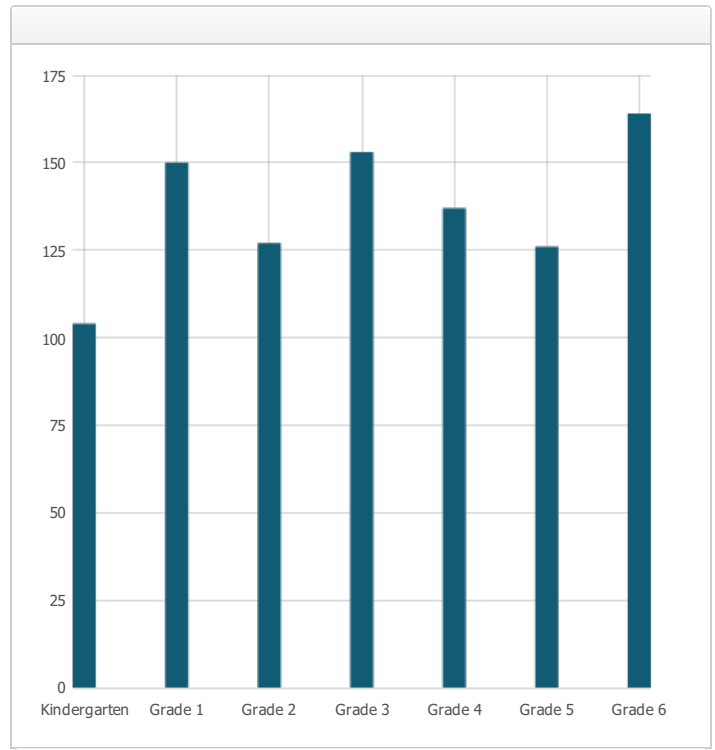
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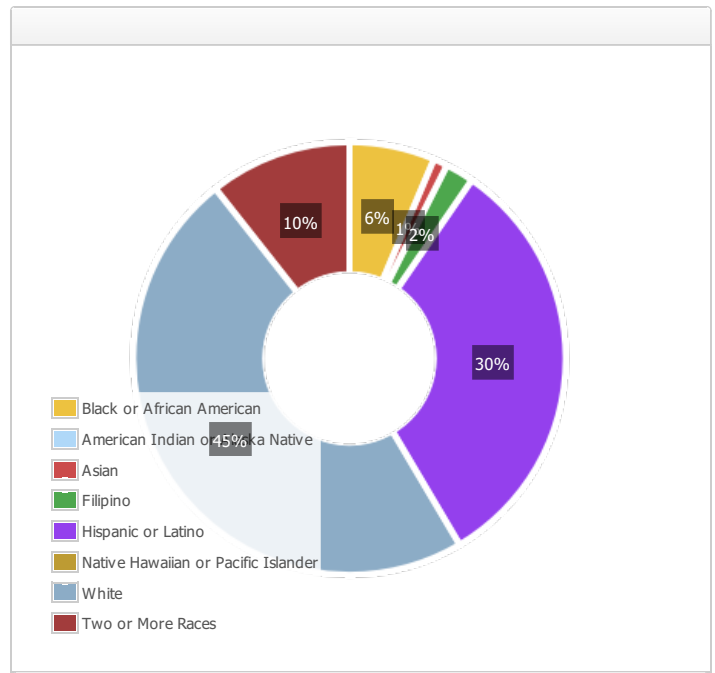
Grade Level	Number of Students
Kindergarten	104
Grade 1	150
Grade 2	127
Grade 3	153
Grade 4	137
Grade 5	126
Grade 6	164
Total Enrollment	961



Last updated: 1/27/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	2.4
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.7
White	45.5
Two or More Races	10.4
Socioeconomically Disadvantaged	40.4
English Learners	7.5
Students with Disabilities	9.1



Last updated: 1/27/2015

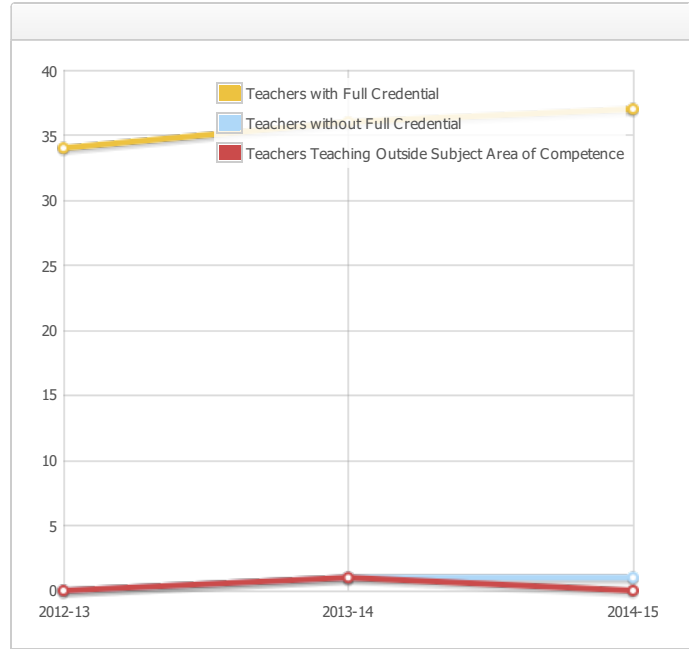
# State Priority: Basic

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

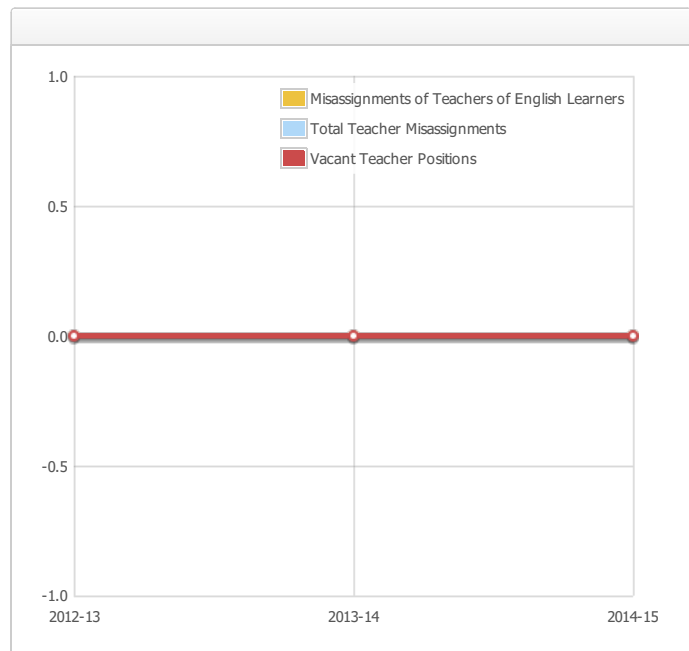
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	34	36	37	506
Without Full Credential	0	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	9



Last updated: 1/27/2015

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Last updated: 1/27/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97	3
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: 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 - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 1/27/2015

### School Facility Conditions and Planned Improvements - Most Recent Year

#### Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA, 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Repairs Needed** Repairs are needed where specified below.

**Corrective Actions Taken or Planned**

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Check damper Rooms 4 & 9-13 and 28-31.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Monitor for insects at kitchen. Ground squirrels at rooms 4-8.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Stained ceiling tiles at Rooms 13 & 15, 20, 23, 28-31. Dry rot portable skirting rooms 32-36.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Front parking lot overlay needed. Screens missing at Rooms 4-8. Slurry seal required on asphalt at primary playground. Asphalt maintenance required.

### Overall Facility Rate - Most Recent Year

Overall Rating	Good
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# State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

## California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	60	66	64	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: 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.

*Last updated: 1/27/2015*

## California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	64
Male	69
Female	60
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	
White	68
Two or More Races	
Socioeconomically Disadvantaged	53
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.



## Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64%	61%	60%	54%	57%	56%	54%	56%	55%
Mathematics	67%	58%	63%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/27/2015

## Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	6	6
Similar Schools	3	2	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

## Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	21	-21	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	-17	7
Native Hawaiian or Pacific Islander			
White	18	-28	11
Two or More Races			
Socioeconomically Disadvantaged	17	-15	-3
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.3%	21.4%	15.1%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

*Last updated: 1/27/2015*

# 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 - Most Recent Year

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Callison promotes partnerships with parents and the community. On any given day we have over 25 volunteers who support teachers and students at Callison. Parents are invited to participate in many events. We have a very active PTC that is open to all family members and staff. Monthly meetings center on supporting student achievement, enrichment, social activities, and facility improvements through volunteering and fundraising. Some of the many activities include an Ice Cream Social, Hoot & Howl fall event, a book fair, a triathlon, a gift wrap fundraiser and a spaghetti feed. Parents serve on the Callison Site Council and the English Language Learner Advisory Committee helping to make the best decisions to support high levels of learning for all students. Parents are also invited to volunteer in the classrooms, on field trips and other special occasions. At various times during the year, Callison partners with other members of the community, including senior citizen, for special projects. Coffee with the Principal occurs every other month to allow an informal dialogue between administration and parents.

# State Priority: Pupil Engagement

*Last updated: 1/27/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

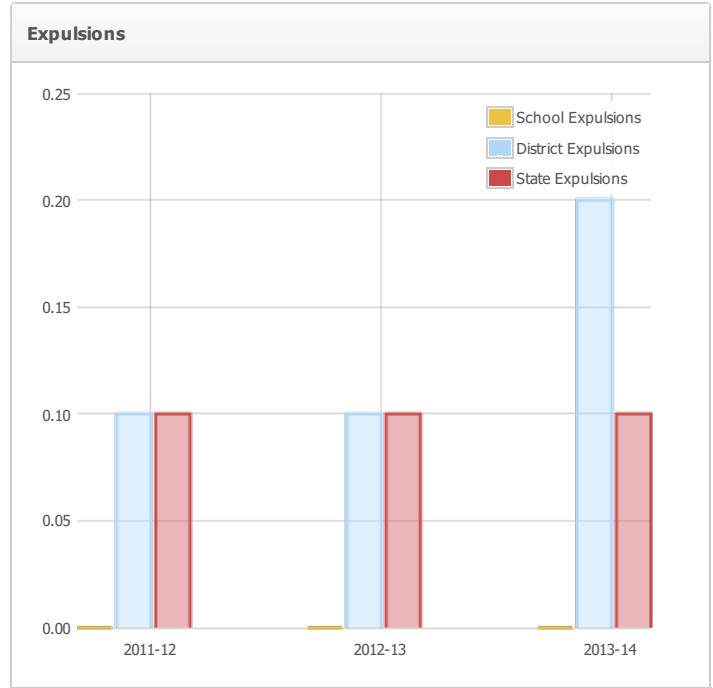
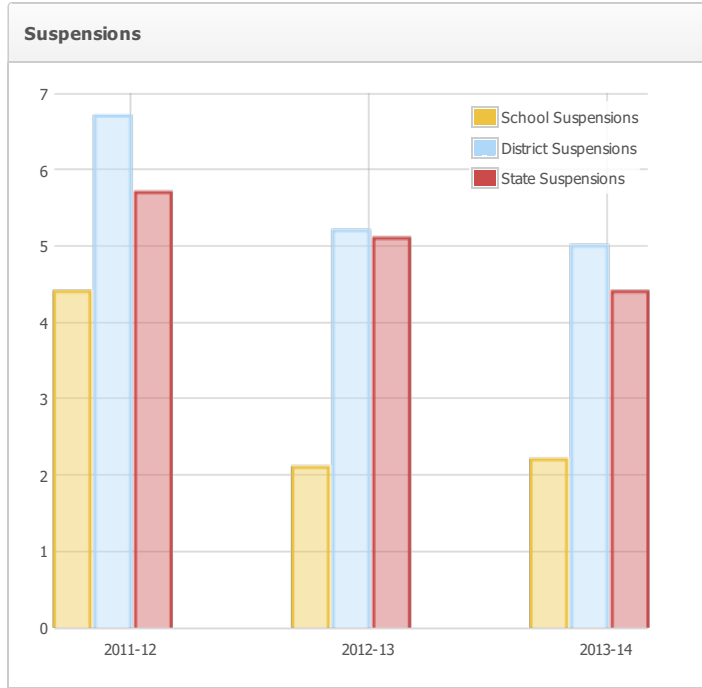
- High school dropout rates; and
- High school graduation rates.

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

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.40	2.10	2.20	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/27/2015

## School Safety Plan - Most Recent Year

The students and staff of Jean Callison Elementary School will remain free of drugs, alcohol, firearms, and violence. Student safety is a top priority at Callison. We will promote a safe and disciplined environment conducive to learning. The staff implements a fair and consistent school-wide discipline system designed to keep all students safe. They work together with parents and families to promote our district wellness policy which includes health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement. Our Safe School Ambassador program helps students recognize mistreatment of other students and to stop bullying. The school safety plan is updated each spring.

In an effort to coordinate activities related to emergency and disaster preparedness, the Emergency Response Team has developed a schedule of activities for the 2013-2014 school year. The schedule includes the updating school safety plans, identification of site emergency response team members, district and site coordinated response drills.

There are two district-wide drills that will involve the activation of the Standardized Emergency Management System. The drills will involve the activation of Emergency Response Teams, Command Center, and Radio Alert Teams. These drills will be conducted on October 17, 2013 and March 20, 2014.

Last updated: 1/27/2015

**Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)**

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

*Last updated: 1/27/2015*

**Federal Intervention Program (School Year 2014-15)**

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/27/2015*

2011-12		2012-13				2013-14						
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.3	0	4	0	23.0	2	4		26.0	1	3	
1	23.8	1	5	0	25.0	1	4		21.0	3	4	
2	29.4	0	5	0	29.0		5		21.0	2	4	
3	29.0	0	4	0	33.0			4	26.0	1	5	
4	27.2	1	4	1	30.0		4		27.0	1		4
5	33.5	0	0	4	26.0	1	5		21.0	2	4	
6	25.3	1	5	0	27.0	1		4	23.0	2	5	
Other	0.0	5	0	0								

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

*Last updated: 1/27/2015*

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\* 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.

Last updated: 1/27/2015

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,169	\$469	\$3,700	\$65,810
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	34.00%	6.20%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	21.00%	5.10%

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

Last updated: 1/27/2015

Our school receives funds from the district general fund, Title III, Supplemental Grant Funding which is included in the unrestricted expenditures and donations. The funds from state and federal sources must be expended in accordance with policies and guidelines established for those programs.

**Total Unrestricted Expenditures \$3,555,575.41**

Instruction \$2,774,440.77

Noon Supervisor \$71,140.83

Supervision of Instruction \$91.05

Staff Development \$500.00

Instructional Media/Library \$44,419.59

Other Instructional Resources \$189.99

Parent Participation \$215.44

School Administration \$395,299.49

Health Services \$15,583.41

Operations \$105,667.45

Operations - Buildings \$147,415.84

Other Plant M & O \$611.55

**Total Restricted Expenditures \$450,992.68**

Title III Part A LEP \$5,558.25

Child Nutrition \$178,799.91

Special Education \$261,716.24

Donations \$4,918.28

*Last updated: 1/27/2015*

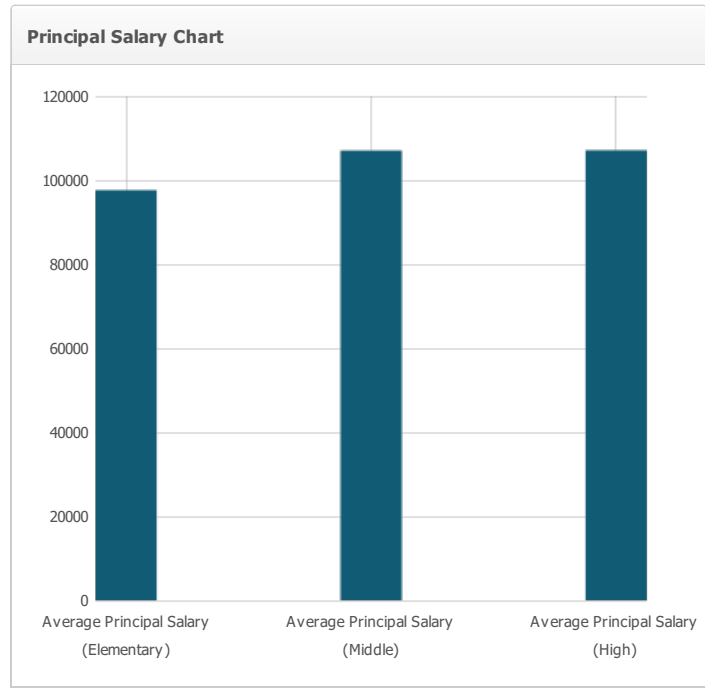
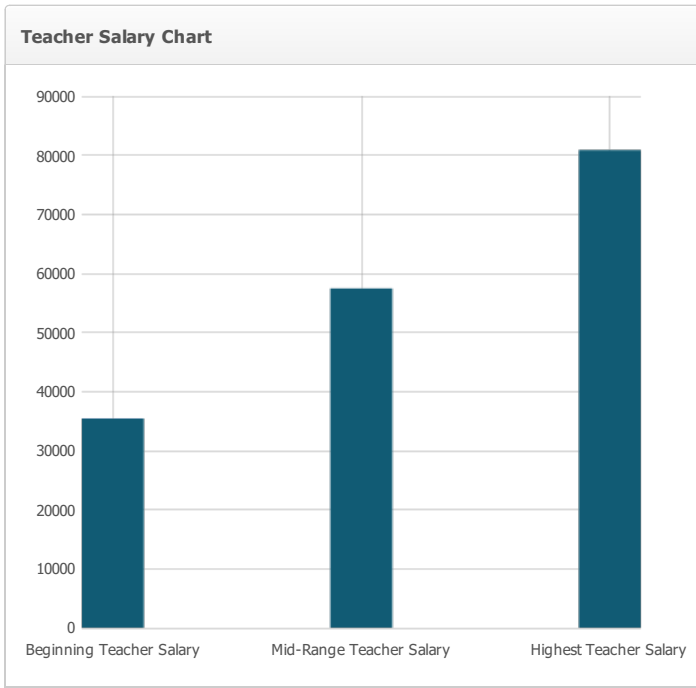
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
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Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



*Last updated: 1/27/2015*

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act are the primary funding sources. BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. Professional development for Common Core State Standards in math is a priority at this time. Other areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from BTSA and staff surveys. All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement.

Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email. Professional development opportunities take place during summer, on release time, after school, evenings and weekends. Sites may use decentralized funds for professional development specific to their site as part of their Single Plan for Student Achievement.

Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?
  
- How we will we assess if they have learned the content?
  
- What will we do to provide extra support for those who have learned the content?
  
- What enrichment can we provide for those who have learned the content?

*Last updated: 1/27/2015*