

# Jean Callison Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 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.



### Jessica Reed, Principal

📍 Principal, Jean Callison Elementary

#### About Our School

Thank you for your interest in Jean Callison Elementary School. The Callison school community works hard to make this a wonderful place for students to attend school. This focus includes providing our students with the high quality academic preparation, while also ensuring that students are safe and are having fun at school. We integrate technology into every classroom. We have systems in place to provide extra support for students who need it. We implement Positive Behavior Interventions & Supports (PBIS), including providing incentives for students who exemplify our school wide expectations. Students become involved in activities and school leadership. Our parents support our school by working with their students at home, volunteering in classrooms and working with PTC to host several events each year. Our staff, students and parents partner with community organizations to make a positive impact on our community. Faculty and Staff believe our motto of "Every Student and Every Moment Counts". Please read on to learn more about our school. Go Cougars!

#### Contact

*Jean Callison Elementary*  
6261 Vanden Rd.  
Vacaville, CA 95687-7294

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

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>E-mail Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2018—19)	
<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>	Jessica Reed, Principal
<b>E-mail Address</b>	<a href="mailto:jreed@vacavilleusd.org">jreed@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

Last updated: 1/17/2019

## School Description and Mission Statement (School Year 2018—19)

The mission of Callison Elementary School, in partnership with parents, staff and community, is to empower all students to build great character, excel in elementary school, and prepare our students for middle school and beyond through immersion in an environment that provides a challenging, Common Core standards-based curriculum, promote a desire for learning, building self-confidence and instilling compassion for others. Callison takes pride in its programs and sets high academic standards for students. The school offers the following programs in addition to the basic core curriculum: RSP (Resource Specialist Program), SDC (Special Day Class), English Language Support, RTI (Response to 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 multiple forms of technology such as: SMART Boards, SMART TV's, iPads, document cameras, LCD projectors, Google Applications, and computer-based learning 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.

The vision of Callison Elementary School is to provide a safe and supportive learning environment with high academic and social standards. Our students are hard-working cougars, who put their best effort in all they do! Our goal is for our students to become college and career ready and develop excellent character. All students graduating from high school must have the skills and knowledge necessary to assume their positions in the 21st century global economy. We believe all students have the potential to attend college therefore, it is extremely important that every student receives the opportunity to be educated in a way that prepares him or her for college if he or she chooses to attend. Therefore, Callison has several school wide initiatives that correspond with our district's LCAP goals:

In the area of Student Achievement, Callison focuses on nonfiction writing across the curriculum, including the use of Being a Writer in grades K-5 and Springboard in 6th grade. We realize the importance of writing on a daily basis. The more students write, the better they are as critical and analytical thinkers. Writing is an essential skill students will need as they enter adulthood.

Callison implements Professional Learning Community (PLC) strategies. Our teachers and staff work as a team. This teamwork is exemplified by weekly grade level collaborative meetings. Student assessments and work samples are shared, discussed and teachers pool their years of experience to share strategies and techniques to best reach students and meet their academic, social, and emotional needs.

Callison takes pride in its program and sets high academic and behavior standards for students. We are staffed by 100% highly qualified, credentialed teachers, all teaching within their credentialed areas. At Callison we integrate technology into every classroom. In addition to the technology used to support content presentation, each student has access to a Chromebook and/or iPad to use to enhance learning. Today's students need to be prepared with communication, collaboration, creativity, leadership, global citizenship and critical thinking skills.

In the area of Closing the Achievement Gap, Callison teachers provide support for struggling students through the use of small groups in their classroom, targeted interventions, and RTI-Response to Intervention system. Teachers provide before school or afterschool reading interventions and support for students, particularly focused on primary grade students (K-2nd). Our teachers are also focused on providing integrated ELD instruction to support our English Learners throughout the school day in addition to providing Designated ELD instruction for specific students. Additionally, every teacher participates in "Snapshot Meetings" with the RTI Team to identify students who need additional academic support to close the achievement gap. Students who need further assistance, are offered RTI reading & math intervention within the school day, RSP (Resource Specialist Program), SDC (Special Day Class), and/or a Speech and Language Program in addition to the basic core curriculum.

In the area of enhancing school climate, Callison is focusing on the strategies of Positive Behavior Interventions & Supports (PBIS) and maintaining a positive school culture. Callison is advancing and in year three of implementing PBIS. As part of this implementation, the school has created school wide behavior expectations: Be Safe, Be Respectful, Be Responsible, Be Kind, Be a Problem Solver that students and staff follow. The school facilitates Spirit Week and Kindness Week among various other culture building activities. Students are honored weekly with entrance into the Honors Room- a classroom full of free choice activities such as basketball, keyboarding, video games, bowling, Legos etc. Both students and staff are recognized for meeting school wide behavior expectations and given "Golden Tickets" when they exemplify expectations. In Fall of 2018, the school began school wide raffles each week to recognize students and staff as well as prizes and various incentives. In addition to the five behavior expectations, we are creating great citizens by teaching and having students focus on a monthly

character trait such as: perseverance, gratitude, grit, and kindness. We strive to build positive character in every student by facilitating weekly lesson plans, monthly buddy activities, "PAWsome" and Student of the Month: Character Awards assemblies based on the monthly character trait and our school wide expectations. Additionally in 2018, the PBIS Team built a student store full of prizes as a behavior and academic incentive.

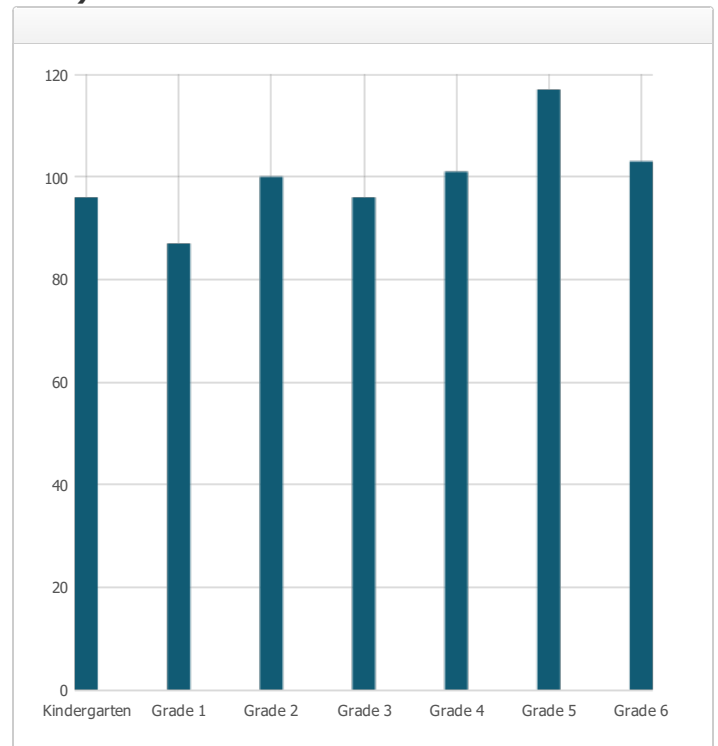
Callison offers a variety of clubs and enrichment activities for students. Safe School Ambassadors, STOMP Kids Chorus, Spelling Bee, Novel Knowledge, and the annual school talent show called "Putting on the Hits!" are a few of the activities students may choose to participate in. Boy Scouts and Cub Scouts are offered in the evenings at Callison and a monthly Saturday School Enrichment/Attendance Recovery Program.

Go Cougars!

*Last updated: 1/17/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Kindergarten	96
Grade 1	87
Grade 2	100
Grade 3	96
Grade 4	101
Grade 5	117
Grade 6	103
<b>Total Enrollment</b>	<b>700</b>



Last updated: 1/17/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	6.6 %
American Indian or Alaska Native	0.7 %
Asian	1.7 %
Filipino	3.7 %
Hispanic or Latino	36.0 %
Native Hawaiian or Pacific Islander	0.9 %
White	38.1 %
Two or More Races	10.4 %
Other	1.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.6 %
English Learners	7.6 %
Students with Disabilities	12.0 %
Foster Youth	0.6 %

## A. Conditions of Learning

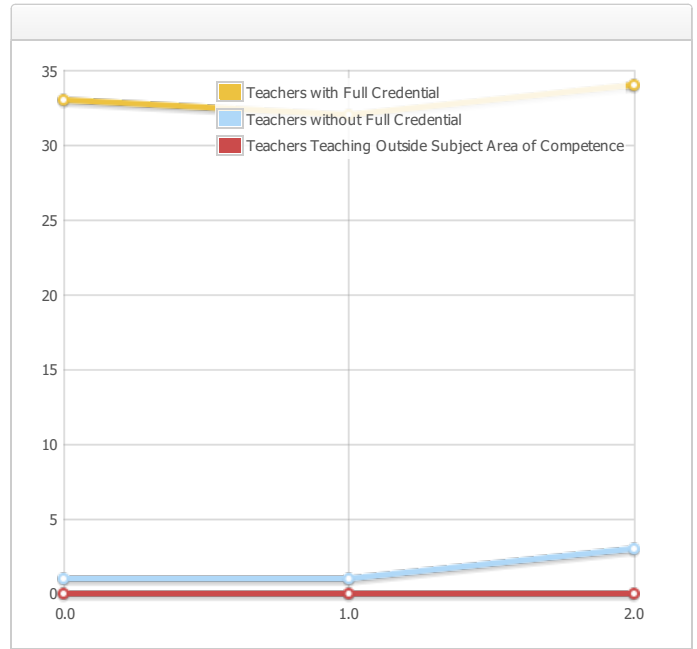
### State Priority: Basic

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

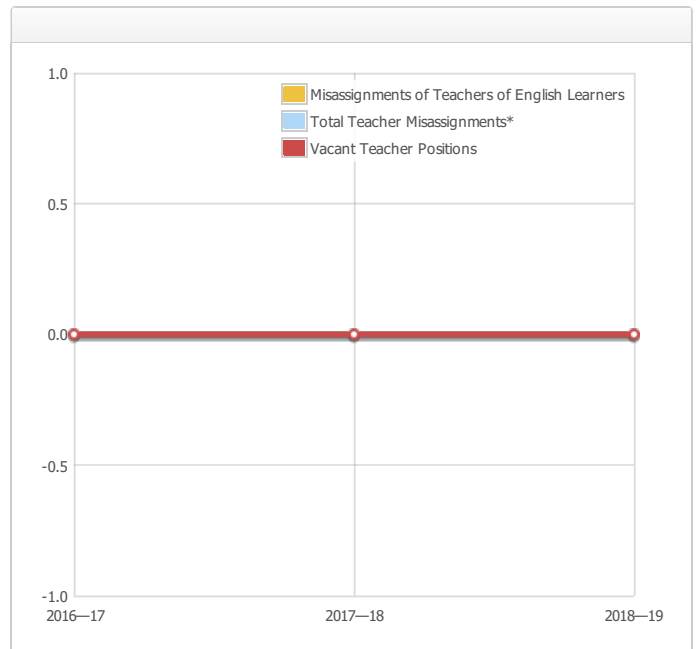
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	33	32	34	593
Without Full Credential	1	1	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Treasures (MacMillan/McGraw) Gr. K-5 SpringBoard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus, Gr. K (Houghton Mifflin) Go Math! CA, Gr. 1-6 (Houghton Mifflin)	Yes	0.0 %
Science	California Science (MacMillan/McGraw -Hill)	Yes	0.0 %
History-Social Science	History/Social Science, Gr. K-5 (Houghton Mifflin) Ancient Civilizations CA Edition, Gr. 6 (Glencoe)	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 (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/10/2019*

## School Facility Conditions and Planned Improvements

This school has a lower percentage at 83.74% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.  
 There are no major facility improvements planned at this time.  
 The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

*Last updated: 1/10/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
<b>Electrical:</b> Electrical	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Trip hazards on walkways will be removed.

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
----------------	------

*Last updated: 1/10/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	48.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	34.0%	38.0%	39.0%	37.0%	38.0%

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.

*Last updated: 1/17/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	421	97.91%	47.74%
Male	231	224	96.97%	43.75%
Female	199	197	98.99%	52.28%
Black or African American	30	28	93.33%	42.86%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	18	18	100.00%	33.33%
Hispanic or Latino	168	164	97.62%	46.34%
Native Hawaiian or Pacific Islander	--	--	--	
White	143	142	99.30%	52.11%
Two or More Races	47	47	100.00%	46.81%
Socioeconomically Disadvantaged	202	199	98.51%	38.19%
English Learners	53	53	100.00%	37.74%
Students with Disabilities	67	63	94.03%	4.76%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/17/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	420	97.67%	34.05%
Male	231	224	96.97%	34.38%
Female	199	196	98.49%	33.67%
Black or African American	30	28	93.33%	14.29%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	18	18	100.00%	38.89%
Hispanic or Latino	168	164	97.62%	28.05%
Native Hawaiian or Pacific Islander	--	--	--	
White	143	141	98.60%	42.55%
Two or More Races	47	47	100.00%	36.17%
Socioeconomically Disadvantaged	202	198	98.02%	27.27%
English Learners	53	53	100.00%	22.64%
Students with Disabilities	67	63	94.03%	3.17%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/17/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/17/2019*

# 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

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7%	9.2%	5.8%

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: 1/17/2019*

## 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 2018—19)

Callison promotes partnerships with parents and the community in a variety of ways. Parent volunteers regularly help teachers support student learning in our classrooms. Parents are invited to participate in many events. Parent and community involvement play an integral role in the success of Callison Elementary School. Parents are asked to participate in parent teacher conferences 1-2 times a year to discuss student progress on academics. Each individual teacher has a classroom communication system used to regularly communicate with parents. Academic progress is communicated to parents four times a year through report cards an/or progress reports. Administration sends home weekly phone messages to parents and monthly parent newsletters inviting and informing parents of school happenings. The school hosts several events for parents to engage in their students academics such as: Back to School Night, Science Night, informational nights on standardized testing, ELAC Meetings, and Coffee with the Principal. Parents are also invited to volunteer in classrooms, on field trips, and other special occasions. At various times during the year, Callison partners with other members of the community for special projects.

Jean Callison has an active Parent Teacher Club (PTC) that is open to all family members and staff. Regular meetings center on supporting student achievement, enrichment, social activities, and facility improvements through volunteering and fundraising. Our PTC works closely with staff to support and enrich school programs. The PTC provides funds for various academic software to assist with closing the achievement gap, offers classroom grants for teachers in addition to funding field trip and enrichment activity. Recent activities include: Ice Cream Social, Hoot & Howl, Scholastic Book Fairs, Cocoa with Santa, Daddy/Daughter Dance and other family focused events and fundraisers. Parents serve on the English Language Learner Advisory Committee (ELAC) helping to make the best decisions to support high levels of learning for all students. Parents and students combine with staff to make a positive impact on the larger Vacaville community. Coffee with the Principal occurs throughout the school year to encourage an informal dialogue between administration and parents. We are proud of the commitment by our students, staff, families, and community members in making Callison a place where children thrive and succeed.

# State Priority: Pupil Engagement

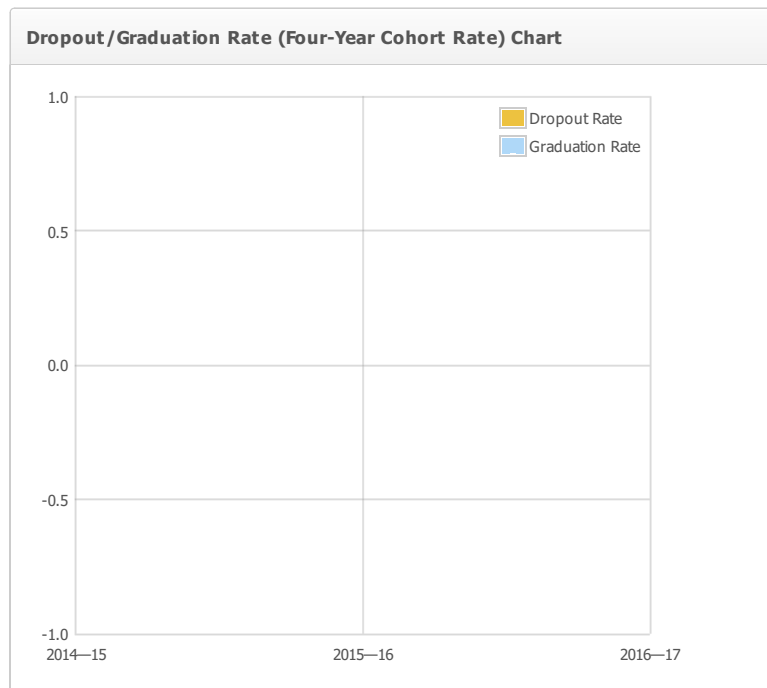
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019

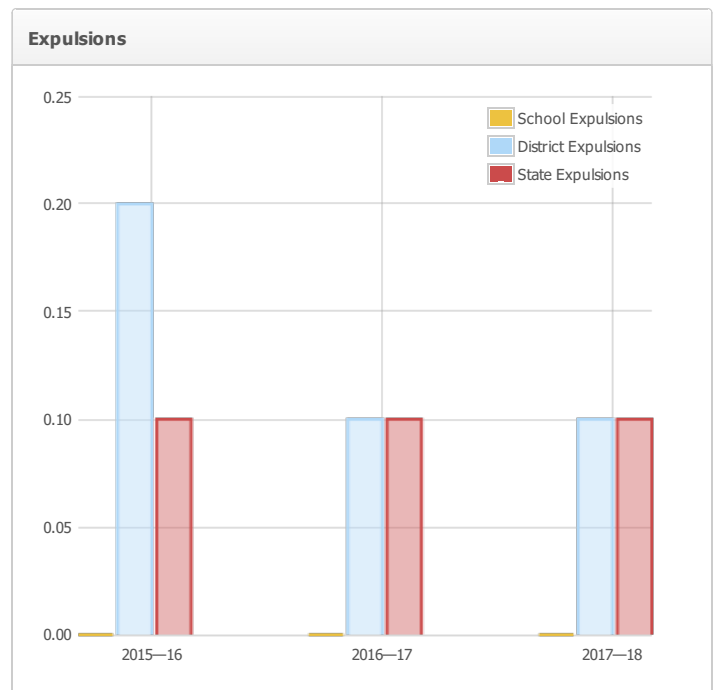
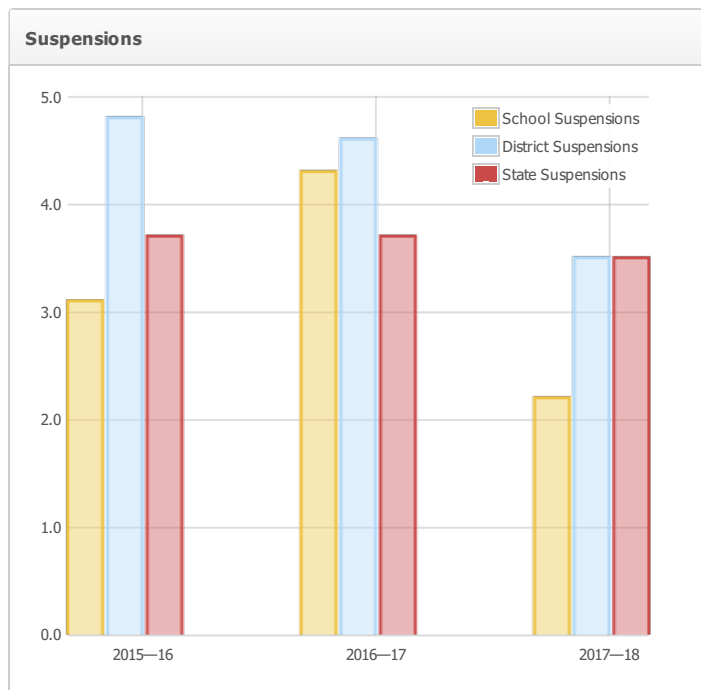
# State Priority: School Climate

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.1%	4.3%	2.2%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

## School Safety Plan (School Year 2018—19)

The students and staff of Jean Callison Elementary will remain free of drugs, alcohol, firearms, and violence. Student safety is a top priority at Callison. We 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. All stakeholders in VUSD 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 for students. VUSD district provides health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement. Callison's Safe School Ambassador program helps students to demonstrate leadership skills, recognize mistreatment of other students and put an end to bullying. The school safety plan is updated each year and staff members are trained in responses to emergency situations. Regular drills with students are conducted monthly and precautionary measures are implemented regularly to secure the school.

Callison is implementing Positive Behavior Interventions & Supports (PBIS) which has led to a focus on supporting students in ensuring that positive behavior is the norm. In addition, making good behavioral decisions rather than focusing solely on those times when students misbehave is taught and practiced daily. The school has begun to decrease the total number of office referrals each year since implementing PBIS.

Callison, along with the rest of VUSD, has adopted the Standard Response Protocol. Our school conducts monthly safety drills to ensure that students and staff are familiar with emergency protocols and procedures.

The School Safety Committee meeting was held on January 10, 2019.

Last updated: 1/17/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	27.0		4	
2	27.0		4	
3	20.0	1	6	
4	31.0		4	
5	26.0		5	
6	30.0	1		4
Other**	7.0	2		

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	26.0		4	
2	23.0		4	
3	22.0	1	4	
4	30.0		4	
5	31.0		3	
6	28.0	1	4	
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	21.0		4	
2	25.0		4	
3	20.0	1	4	
4	32.0		3	
5	29.0		4	
6	28.0	1	1	2
Other**				

\* 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.

Last updated: 1/17/2019



**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	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: 1/23/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6060.6	\$520.4	\$5540.2	\$73270.5
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-21.3%	6.2%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-17.1%	-8.7%

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

*Last updated: 1/24/2019*

### Types of Services Funded (Fiscal Year 2017—18)

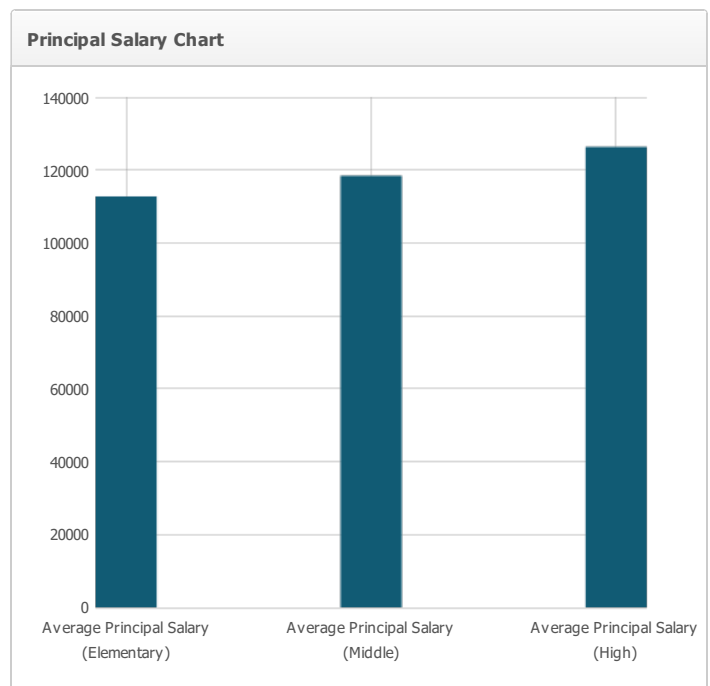
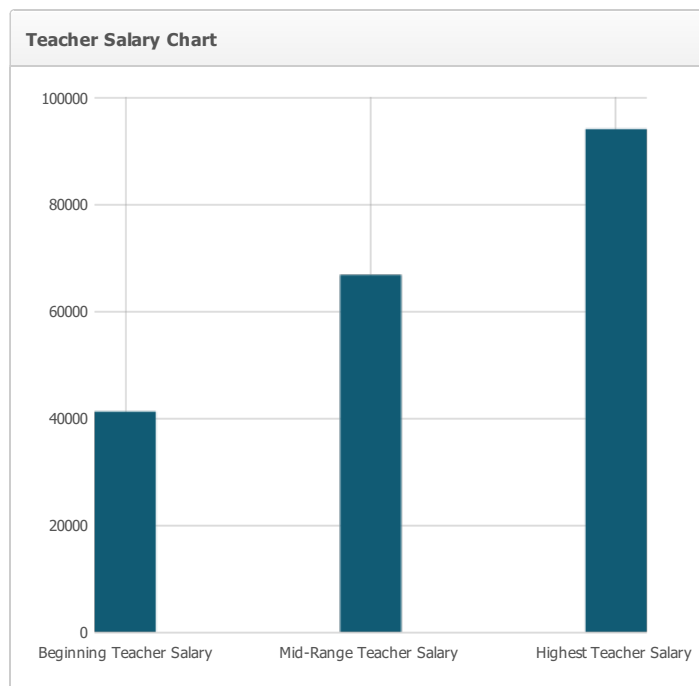
	Unrestricted	Restricted
1000 Certificated Salaries	2,299,123.89	254,655.55
2000 Classified Salaries	413,683.54	12,825.35
3000 Benefits	877,067.46	80,918.29
4000 Materials & Supplies	35,454.41	3,598.98
5000 Operating Expenses & Services	118,500.85	
Less Object 3701-3702	(87,676.01)	(8,636.96)
Less Unrestricted Lottery	(1,030.76)	
<b>TOTAL</b>	<b>3,655,123.38</b>	<b>343,361.21</b>

Last updated: 1/23/2019

### Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/17/2019

### Professional Development

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teachers participate in Induction, a two-year mentorship program. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. Induction is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano Induction 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. Other areas of professional development include, Common Core training for Mathematics and English Language Arts, Accelerated Reading training, technology training, English Language Development instruction, First Aid and CPR, substitute teacher training sessions, differentiated instruction, instructional strategies, explicit direct instruction, and training for Special Education teachers. Many teachers serve on district curriculum 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, Common Core Standards, student achievement data, input from Induction and staff surveys.

Paraprofessionals 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, evening, and weekends.

At Callison, teachers have received training in small group instruction, guided reading, Professional Learning Communities and dealing with difficult students during staff meetings and/or after school. Callison's 2018-19 teacher professional development focus has emphasized (1) PBIS school cultures and climate and (2) CCSS Math Instruction. Both teachers and Student Monitor staff have participated in trainings facilitated by the site's PBIS Team. Individuals have attended various trainings on providing social emotional support, teaching students with special needs, and SST/504 Plan training. Teachers have participated in training on the Framework and Major Clusters within California Common Core State Standards for Math facilitated by both district staff and private and/or county contractors. The goal of the specialized training is to increase student achievement in the areas of ELA and Math as measured by SBAC and district assessment scores. Staff professional development days are spread throughout the entire calendar year so that staff have opportunities during the summer, after school, and during the school day. Staff is supported throughout the school year by ongoing coaching, PLC meetings and discussions, and meetings with administration. Staff host weekly meetings to review student achievement data and discuss basic practices for teaching specific standards which helps determine the areas of professional development each year. All professional development supports the district and school mission to educate all students and improve student achievement in reading and mathematics.

*Last updated: 1/17/2019*