

# Jean Callison Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 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

Jean Callison Elementary is proud to celebrate 30 years of providing excellence in education. As a first-generation college student and Elementary Principal, I strongly believe that ALL students can learn and deserve to be educated in a way that prepares them for college and career. No EXCUSES! Callison faculty and staff share the same belief system and are passionate about academic achievement, teaching great character, PBIS (Positive Behavior Interventions and Supports), and fostering lifelong learners. Our goal is to develop successful, productive, and caring students. We pride ourselves in aiding students in mastering skills associated with critical thinking, resilience, communication, and hard work ethics.

Our number one goal at Callison is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level which results in academic proficiency in the core areas of reading, writing, and math. We facilitate student driven learning while teaching rich and rigorous content in English, math, science, history, and the arts. Multiple strategies are used within our classrooms to differentiate instruction and engage every student so that we may prepare them for college and future careers. Faculty engage in weekly collaboration with one another, keeping students' needs in mind to drive them towards empowerment.

Academic success, creativity, and leadership through character are showcased with student recognition assemblies each month. Students have opportunities during and after school to participate in our STOMP musical choir, Girls on the Run Club, academic interventions, Homework Club, Bright and Early Book Club, Novel Knowledge Team, among various other activities.

Callison has a very active Parent Teacher Committee (PTC) that host monthly enrichment activities that contribute to our positive school culture. The activities range from schoolwide social events such as an Ice Cream Social & Book Exchange, Dances, and Fun Runs to fundraisers to assist with the purchase of school supplies and technology programs. As a result of parent and community generous donations, school fundraisers, academic and extracurricular activities continue to enhance the positive school experience for our students.

We believe every child can achieve academic success and encourage all to visit the Cougar Cave and see the awesome things that are happening at our school. We welcome you to Callison Elementary, where "Every Student, and Every Moment Counts!" Go Cougars!

Cheerfully,  
Principal Reed

**Contact**

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

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

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>Email Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Website</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2019—20)	
<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>Email Address</b>	<a href="mailto:jreed@vacavilleusd.org">jreed@vacavilleusd.org</a>
<b>Website</b>	<a href="http://callison.schoolloop.com/">http://callison.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736109094

Last updated: 1/28/2020

## School Description and Mission Statement (School Year 2019—20)

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 for English Language Learners, RTI (Response to Intervention) targeted small group intervention for lower performing students, 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, chromebooks, 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 with weekly grade level collaborative meetings, monthly faculty meetings, and annual articulation 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 educating students 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 group intervention in the individual classroom before or after school, targeted interventions during the school day, and RTI-Response to Intervention system small group pull out. Teachers provide before school or afterschool reading interventions and support for students, particularly focused on primary literacy in grades Kindergarten through 2nd grade. Our teachers are also focused on providing integrated ELD instruction to support English Learners throughout the school day in addition to providing Designated ELD instruction for students needing higher level language support. Additionally, every teacher participates in "Snapshot Meetings" with the RTI and administrative team to identify students who need behavior and/or academic support to close the achievement gap. Students who need further assistance, are offered RTI reading and/or math intervention within the school day, RSP (Resource Specialist Program), SDC (Special Day Class), Mental Health counseling for social and emotional reasons, and/or a Speech and Language Program in addition to the basic core curriculum.

In the area of enhancing school climate, Callison focuses on the strategies of Positive Behavior Interventions & Supports (PBIS) and maintaining a positive school culture. Callison is advancing and is teaching school wide behavior expectations in year four of implementing PBIS. As part of this implementation, the school has

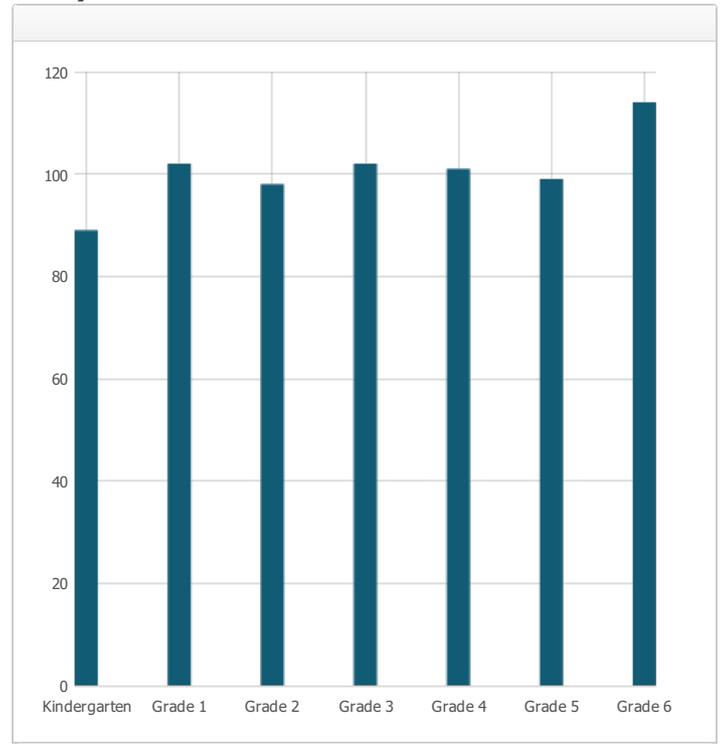
school wide behavior expectations: Be Safe, Be Respectful, Be Responsible, Be Kind, Be a Problem Solver which make up the framework for student and staff success with behavior. The school facilitates Spirit Week and Kindness Week among various other culture building activities. Students are honored weekly with entrance into the Honors Room- a classroom full of free choice activities such as basketball, keyboarding, video games, bowling, Legos, Kinetics Sand, 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, students focus on character development and citizenship with monthly character traits such as: perseverance, gratitude, grit, respect, courage, responsibility, 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 a 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, Girls on the Run, Spelling Bee, Homework Club, Bright & Early Book Club, 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. Scouting Clubs are offered in the evenings at Callison and a monthly Saturday School Enrichment/Attendance Recovery Program is also offered at Callison to allow a chance for students to make up school absences and participate in enrichment activities. Callison is an amazing school with a lot of history, tradition, and great instructional practices.

*Last updated: 1/28/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	89
Grade 1	102
Grade 2	98
Grade 3	102
Grade 4	101
Grade 5	99
Grade 6	114
<b>Total Enrollment</b>	<b>705</b>



Last updated: 1/16/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	4.80 %
American Indian or Alaska Native	0.60 %
Asian	1.70 %
Filipino	3.10 %
Hispanic or Latino	39.30 %
Native Hawaiian or Pacific Islander	1.40 %
White	40.40 %
Two or More Races	8.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.80 %
English Learners	5.50 %
Students with Disabilities	12.20 %
Foster Youth	1.40 %
Homeless	%

## A. Conditions of Learning

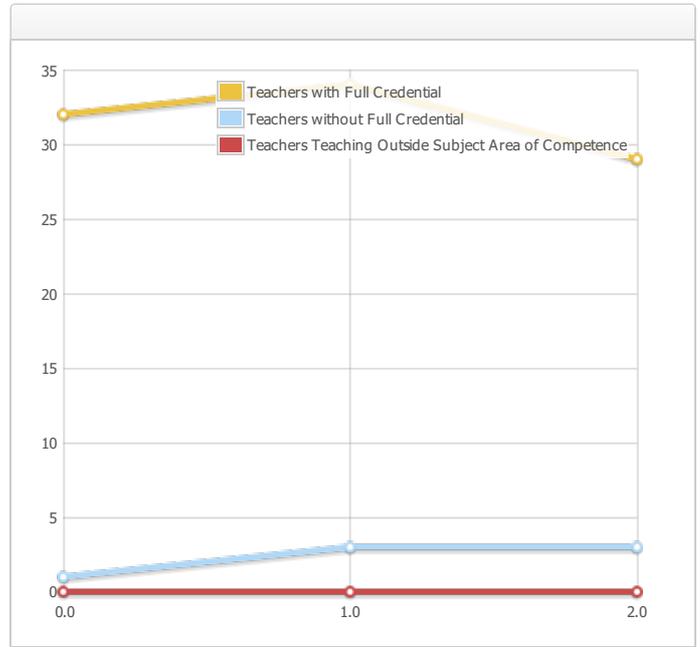
### State Priority: Basic

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

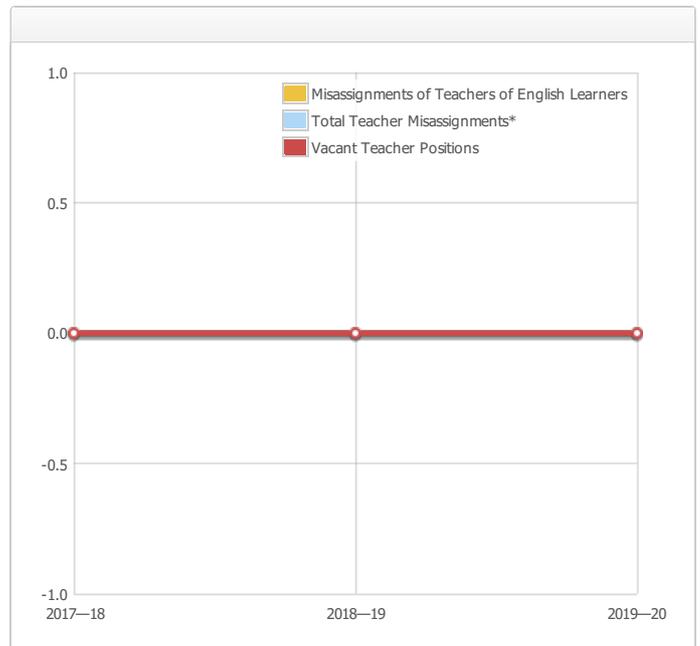
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	32	34	29	583
Without Full Credential	1	3	3	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/27/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/27/2020

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

Year and month in which the data were collected: October 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/16/2020*

## School Facility Conditions and Planned Improvements

- Jean Callison Elementary is a clean and safe site. Staff continues to maintain this school in a like new condition.
- Jean Callison receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

*Last updated: 1/28/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	98.51% Exhaust fans repaired.
<b>Interior:</b> Interior Surfaces	Poor	67.16% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Broken or missing floor tiles to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	97.89% Items stored too high have been removed.
<b>Electrical:</b> Electrical	Fair	79.10% Blocked electrical panels cleared, light panels replaced. Lights not working have been repaired.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	86.86% Drinking fountain drips repaired. Low flow fountains have had flow increased.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	92.92% Paint issues have been resolved.
<b>Structural:</b> Structural Damage, Roofs	Good	99.26% Dry rot to be repaired Summer 2020.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	89.44% Trip hazards abated.

## Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair
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*Last updated: 1/28/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	45.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	32.0%	39.0%	38.0%	38.0%	39.0%

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: 1/16/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	411	405	98.54%	1.46%	45.19%
Male	237	233	98.31%	1.69%	39.91%
Female	174	172	98.85%	1.15%	52.33%
Black or African American	18	18	100.00%	0.00%	33.33%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	12	12	100.00%	0.00%	25.00%
Hispanic or Latino	162	158	97.53%	2.47%	40.51%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	160	160	100.00%	0.00%	51.25%
Two or More Races	43	42	97.67%	2.33%	42.86%
Socioeconomically Disadvantaged	199	196	98.49%	1.51%	31.63%
English Learners	45	44	97.78%	2.22%	22.73%
Students with Disabilities	67	65	97.01%	2.99%	9.23%
Students Receiving Migrant Education Services					
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.

*Last updated: 1/16/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	411	405	98.54%	1.46%	32.10%
Male	237	233	98.31%	1.69%	35.19%
Female	174	172	98.85%	1.15%	27.91%
Black or African American	18	18	100.00%	0.00%	27.78%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	12	12	100.00%	0.00%	25.00%
Hispanic or Latino	162	158	97.53%	2.47%	26.58%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	160	160	100.00%	0.00%	36.88%
Two or More Races	43	42	97.67%	2.33%	28.57%
Socioeconomically Disadvantaged	199	196	98.49%	1.51%	23.47%
English Learners	45	44	97.78%	2.22%	11.36%
Students with Disabilities	67	65	97.01%	2.99%	4.62%
Students Receiving Migrant Education Services					
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.

*Last updated: 1/16/2020*

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
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: 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.

*Last updated: 1/16/2020*

# 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 2018—19)

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	21.20%	21.20%	11.10%

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.

*Last updated: 1/22/2020*

## 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)

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 and/or progress reports and district assessment data. 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 student's academics such as: Back to School Night, Science Night, and informational nights on common core state standards, primary literacy, English Language Learner Advisory Committee (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 all academic software (Moby Max, RazKids, Reading Eggs, Khan Academy etc.) to assist with closing the achievement gap and targeted interventions. PTC also offers classroom grants for teachers in addition to funding field trips and enrichment activities. Recent activities include: Ice Cream Social, Hoot & Howl, Scholastic Book Fairs, Cocoa with Santa, Daddy/Daughter Dance, Fun Run, 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

*Last updated: 1/28/2020*

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

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

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	4.30%	2.20%	0.80%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/16/2020*

## School Safety Plan (School Year 2019—20)

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 provides 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 and student safety is the norm. In addition, making good behavioral decisions around safety rather than focusing solely on those times when students misbehave is taught and practiced daily. In fall of 2019, Security Doors were added to the main entrance to prevent unauthorized campus visitors and increase maximum security efforts. All visitors to the school are required to sign in at the office and be buzzed into the campus once authorized for a visit. Visitors must also sign out prior to departure from school to assist in keeping accurate visitor logs and safety accounting.

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 21, 2019.

*Last updated: 1/31/2020*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	26.00		4	
2	23.00		4	
3	22.00	1	4	
4	30.00		4	
5	31.00		3	
6	28.00	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	24.00		4	
1	21.00		4	
2	25.00		4	
3	20.00	1	4	
4	32.00		3	
5	29.00		4	
6	28.00	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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		4	
1	25.00		4	
2	23.00		4	
3	25.00		4	
4	32.00		3	
5	32.00		3	
6	28.00		4	
Other**	11.00	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.



**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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 Number of Pupils per Counselor

*Last updated: 1/16/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
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.

*Last updated: 1/16/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5589.12	\$256.97	\$5332.14	\$68028.39
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-28.03%	-0.80%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-28.97%	-20.58%

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

Last updated: 1/28/2020

**Types of Services Funded (Fiscal Year 2018—19)**

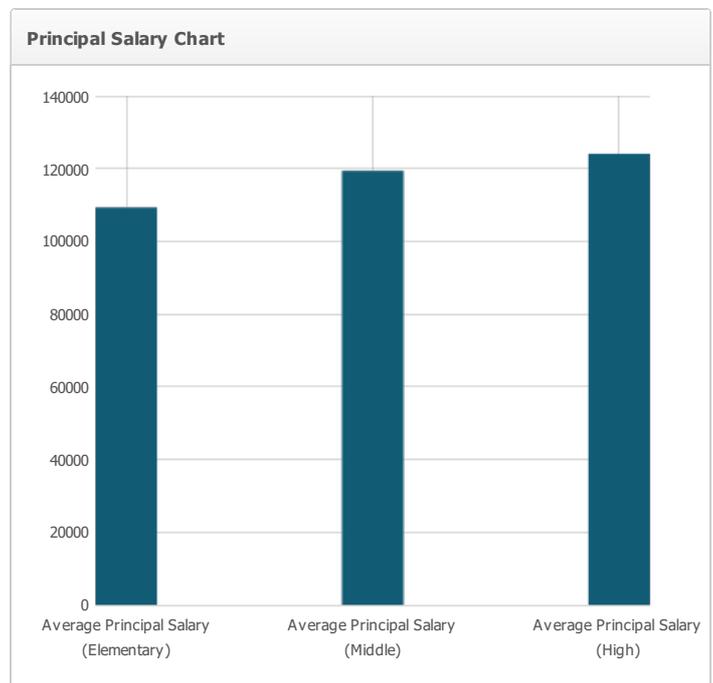
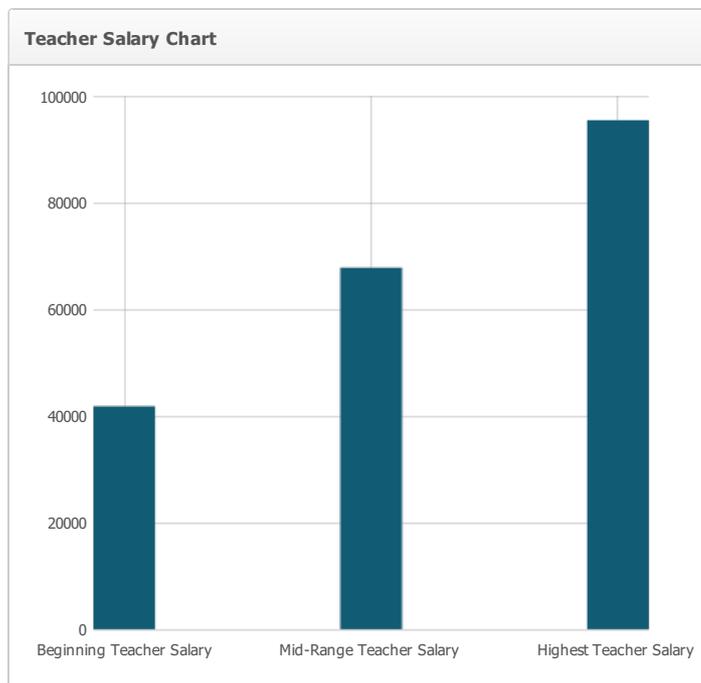
Object	Unrestricted	Restricted
<b>1000 Certificated Salaries</b>	<b>2,194,907.73</b>	<b>113,515.85</b>
<b>2000 Classified Salaries</b>	<b>418,340.12</b>	<b>11,858.30</b>
<b>3000 Benefits</b>	<b>873,397.74</b>	<b>48,428.47</b>
<b>4000 Materials &amp; Supplies</b>	<b>43,817.09</b>	
<b>5000 Operating Expenses &amp; Services</b>	<b>134,987.48</b>	

Last updated: 1/28/2020

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/16/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	13	15