

Gretchen Higgins Elementary

2012 - 2013 School Accountability Report

Tracy Linyard,
Principal

School Address:
1525 Pembroke Way
Dixon, CA
95620

707-678-6271

Dixon Unified
School District

Brian Dolan,
Superintendent

District Address:
180 South First Street
Dixon, CA
95620

707-693-6300

www.dixonusd.org

Mission Statement

All students will learn and be successful because of what we do.

School Enrollment by Ethnic Group 2012 - 2013

| | <u>Percentages</u> |
|--------------------|--------------------|
| African American | 2 % |
| American Indian | >1 % |
| Asian | >1 % |
| Filipino | >1% |
| Hispanic or Latino | 62 % |
| Pacific Islander | >1 % |
| White | 29 % |
| Two or More | 5 % |
| None Reported | * |

School Profile

Gretchen Higgins opened in July of 2002. The school is located in Dixon, a small town of 18,000 in northern California. Our school is primarily a neighborhood school that also includes many outlying rural areas and the migrant center. The school is located on the east side of Dixon surrounded by many housing options including single family homes, apartments, and townhouses.

Our school has a diverse population of approximately 550 students in kindergarten through sixth grade. The two major subgroups of students are Hispanic or Latino (62%) and white (not Hispanic, 29%). 45% of our students are English Language Learners. Approximately 71% of our students receive free or reduced lunches.

Our school offers a complete academic program with standards-based state adopted textbooks in all core subject areas. We offer intensive intervention during the school day for students in grades 4 - 6 who are two or more years below grade level. We have a library with over 9,000 books which teachers may access with their classes. All classrooms are equipped with phones and voice mail for teachers. There is internet access throughout the campus with two or three computers per classroom and a complete computer lab.

Parental Involvement

There are many ways for families and community members to be involved at Gretchen Higgins. We have an active PTO that sponsors many school activities and fund raisers. We welcome classroom volunteers and many parents choose to help out by donating their time in the evenings to help prepare materials for art and other class activities. Additionally our School Site Council and ELAC meet regularly and welcome all families and community members to participate in the governing of the school.

School Safety

In time of disaster or crisis, our main purpose is to safeguard our students from physical and emotional harm as much as possible. In an emergency situation, panic can be one of the greatest dangers to students. An informed, professional staff can help allay the fears which bring about this panic. All school staff members are familiar with the school's emergency response plan and are responsible for training students in the emergency procedures. Prevention strategies at Gretchen Higgins include the posted reminder for all visitors to sign in at the office, the use of visitor's badges, and sign-in sheets for all volunteers. A Drop, Evacuation, or Lockdown drill is held at least once a month, and may occur at any time of the school day. Parents are made aware annually that, in a crisis, school will likely remain open and the school has a plan to care for their children until it is appropriate for them to be picked up. Emergency and first aid supplies are available in designated locations and are checked and replaced annually. During a disaster, staff will remain on duty as needed.

School Facilities

Gretchen Higgins is a twelve year old school that meets or exceeds all state requirements on a school facility. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning standards done by the custodial, the district schedules a thorough deep cleaning of classrooms on a regular basis. All classrooms/spaces have internet access and phones. Assisted listening devices are available in our MPR.

Date of last inspection: February 2013

| Items Inspected | Facilities Status | | | Remedial Actions |
|--|-------------------|------|------|------------------|
| | Good | Fair | Poor | |
| Systems (Gas,Leaks,Mech/HVAC,Sewer) | x | | | |
| Interior Surfaces | x | | | |
| Cleanliness (Overall Cleanliness, Pest Control) | x | | | |
| Electrical | x | | | |
| Bathrooms/Fountains | x | | | |
| Safety (Fire Safety, Hazardous Materials) | x | | | |
| External Windows,Grounds,Gates,Fences | | | x | Repaired locks |

Suspensions & Expulsions

Total number of at-home suspensions divided by total number of students accounted in CBEDS for 2012-13

| | School | | | District | | |
|-----------------|--------|-------|-------|----------|-------|-------|
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| Suspension Rate | 0.4 | 4.5 | 3.9 | 14.1 | 9.6 | 10.0 |
| Expulsion Rate | 0.0 | 0.4 | 0.0 | 0.5 | 0.5 | 1.0 |

Average Class Size and Class Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each category

| Subject | 2012 - 2013 | | | |
|--------------|-----------------|------|-------|-----|
| | Avg. Class Size | 1-20 | 21-32 | 33+ |
| Kindergarten | 30 | | X | |
| Grade 1 | 24.6 | | X | |
| Grade 2 | 26.3 | | X | |
| Grade 3 | 26.3 | | X | |
| Grade 4 | 29.0 | | X | |
| Grade 5 | 26.7 | | X | |
| Grade 6 | 30.3 | | X | |

Student Enrollment by Grade

This table displays the number of students enrolled in each grade level at the school

| 2012-2013 | | | |
|--------------|----|---------------------|-----|
| Kindergarten | 60 | Grade 8 | -- |
| Grade 1 | 74 | Ungraded Elementary | -- |
| Grade 2 | 79 | Grade 9 | -- |
| Grade 3 | 79 | Grade 10 | -- |
| Grade 4 | 87 | Grade 11 | -- |
| Grade 5 | 80 | Grade 12 | -- |
| Grade 6 | 91 | Ungraded Secondary | -- |
| Grade 7 | -- | Total Enrollment | 550 |

Physical Fitness

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. <http://dq.cde.ca.gov/dataquest/PhysFitness/PFTDN/MeetingHFZ2011.aspx?r=0&t=1&y=2012-13&c=48705326120240&n=0000>

| District Wide Grade Level | Percent of Students Meeting Fitness Standards | | |
|---------------------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.3 | 22.0 | 30.5 |
| 7 | n/a | n/a | n/a |
| 9 | n/a | n/a | n/a |

Curriculum & Instructional Materials

All English Language Arts classes have current state adopted textbooks and materials (MacMillan/McGraw, 2011). In Mathematics all classes have current state approved textbooks and materials (Houghton Mifflin/McDougal Littel) as well as supplementary math materials (Go Math and McDougal Littel) as well as supplementary math materials (Go Math and McDougal Littel) Common Core materials. Science classes have current state adopted textbooks and materials (Harcourt/Holt). History-Social Science classes have current (9/06) state adopted textbooks and materials (Harcourt). Quality of all materials is reviewed annually and replacements are ordered. All classes have sufficient materials and reviewed annually to reach compliance with the Williams Act.

| Subject Area | Textbook Title/Publisher | Year of Adoption | % Lacking |
|------------------------|---------------------------|------------------|-----------|
| English Language Arts | Macmillan/McGraw | 2011-12 | 0 |
| Mathematics | Houghton Mifflin/McDougal | 2003-04 | 0 |
| History/Social Science | Harcourt | 2006-07 | 0 |
| Science | Holt | 2007-08 | 0 |
| Other | N/A | N/A | N/A |

Most recent SBE or LEA Approved Instructional Materials Yes

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

| | 2011 | School 2012 | 2013 | District 2013 |
|--------------------------|------|-------------|------|---------------|
| Fully Credentialed | 30 | 27 | 27 | 168 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Teaching Outside Subject | 0 | 0 | 0 | 0 |

Teacher Assignment

| Indicators | 2011 | School 2012 | 2013 |
|------------------------------------|------|-------------|------|
| Vacant Teacher Positions | 0 | 0 | 0 |
| Misassignments of English Teachers | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement if they do not make AYP for two consecutive years in the same content area (ELA/Math) or the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year they do not make AYP. Detailed information about PI identification can be found at the CDE AYP web page: www.cde.ca.gov/ta/ac/ay.

| Indicators | School | District |
|--|---------|----------|
| Program Improvement Status | PI 5 | PI 4 |
| First Year of Program Improvement | 2005-06 | 2008-09 |
| Number of Schools in Program Improvement | N/A | 3 |

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2012-13 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Taught by NCLB Teachers | Taught by Non-NCLB Teachers |
|----------------------------------|-------------------------|-----------------------------|
| This School | 100 % | 0 % |
| All Schools in District | 100% | 0% |
| High Poverty Schools in District | 100% | % |
| Low-Poverty Schools in District | -- | -- |

Professional Development

| Indicator | Professional Development Days | | |
|--|-------------------------------|------|------|
| | 2011 | 2012 | 2013 |
| Number of school days dedicated to staff development | 1 | 1 | 1 |

API Index Ranks - Three Year Comparison

API is an annual measure of the academic performance and progress of California school. <http://dq.cde.ca.gov/dataquest/>

| API Results | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide | 3 | 2 | 2 |
| Similar Schools | 1 | 1 | 1 |

Counselors, and Support Staff – 2013

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE | Average Students Per Counselor |
|--------------------------------------|---------------|--------------------------------|
| Academic Counselor | 0 | |
| Counselor (social behavior) | 0.6 | 550/0.6 |
| Librarian | 0 | |
| Library Staff | 0.3 | |
| Psychologist | 0 | |
| Social Worker | 0 | |
| Nurse | 0.3 | |
| Speech | 1 | |
| Language/Hearing Resource Specialist | 2 | |
| Other | | |

API by Student Group - Growth Comparison

<http://www.cde.ca.gov/ta/ac/ap/>

| Group | School | 2012-13 Growth API | |
|---------------------------------|--------|--------------------|-------|
| | | District | State |
| All Students | 710 | 748 | 756 |
| Black or African American | -- | 696 | 667 |
| American Indian/Alaskan | -- | -- | 721 |
| Asian | -- | 835 | 876 |
| Filipino | -- | 813 | 834 |
| Hispanic or Latino | 658 | 700 | 709 |
| Pacific Islander | -- | -- | 736 |
| White (Not Hispanic) | 794 | 813 | 819 |
| Two or More Races | 732 | 784 | -- |
| Socioeconomically Disadvantaged | 666 | 703 | 710 |
| English Learners | 600 | 647 | 662 |
| Students with Disabilities | 499 | 521 | 530 |

API Growth by Student Group

| Group | 2010-11 | Actual Change | |
|---------------------------------|---------|---------------|---------|
| | | 2011-12 | 2012-13 |
| All Students | -19 | 4 | -33 |
| Black or African American | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A |
| Hispanic or Latino | -17 | 29 | -42 |
| Pacific Islander | N/A | N/A | N/A |
| White (Not Hispanic) | 0 | -11 | -24 |
| Two or More Races | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | -1 | 25 | -25 |
| English Learners | -29 | 23 | -48 |
| Students with Disabilities | N/A | N/A | N/A |

Adequate Yearly Progress

The NCLB requires that all schools and districts meet the following AYP criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information regarding AYP can be found at www.cde.ca.gov/ta/ac/ay/

| AYP Criteria | School | District |
|---------------------------|--------|----------|
| Overall | | |
| Participation Rate – ELA | 100% | 100% |
| Participation – Math | 100% | 99% |
| Percent Proficient – ELA | 41.4% | 47.6% |
| Percent Proficient – Math | 46.1% | 54.9% |
| API | -33 | -11 |
| Graduation Rate | N/A | 80.5% |

Standardized Testing and Reporting Results for All Students – Three Year Comparison

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

California Standards Test

| Subject | School | | | District | | | State | | |
|------------------------|--------|-------|--------|----------|--------|-------|-------|-------|-------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English Language Arts | 46.8% | 45.5% | 41.4 % | 50.0% | 50.4 % | 47.6% | 54.4% | 57.2% | 56.6% |
| Mathematics | 52.2% | 50.8% | 46.1% | 44.3% | 45.3% | 54.9% | 50.4% | 51.5% | 59.5% |
| Science | 46.0% | 45.0% | 39.0% | 49.7% | 49.7% | 49.1% | 57.0% | 59.5% | 57.0% |
| History-Social Science | -- | -- | -- | 41.6% | 41.6% | 42.7% | 47.7% | 48.8% | 49.3% |

*Scores are not shown when the number of students tested is 10 or less.

Standardized Testing and Reporting by Student Group -2013

| Percentage of Students Scoring at Proficient or Advanced Level | English Language-Arts | Mathematics |
|--|--------------------------|-------------|
| | All Students in District | 47.6% |
| All Students at School | 41.4% | 46.1% |
| Black or African American | -- | -- |
| American Indian or Alaskan Native | -- | -- |
| Asian | -- | -- |
| Filipino | -- | -- |
| Hispanic or Latino | 33.0% | 38.0% |
| Pacific Islander | -- | -- |
| White (Not Hispanic) | 56.0% | 60.0% |
| Two or More Races | -- | -- |

School Expenditures:

Per Pupil and School Site Teacher Salaries – 2013

| | Expenditures Per Pupil | Per Pupil (supplemental) | Per Pupil (basic) | Average Teacher Salary |
|----------|------------------------|--------------------------|-------------------|------------------------|
| School | \$4087.00 | \$211.00 | \$3876.00 | |
| District | | | \$7218.00 | \$62,008.00 |
| State | | | \$8,323.00 | \$68,531.00 |

Teacher and Support Staff:

Expenditures per Pupil and Site Teacher Salaries - 2013

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site, district and state levels.

| Range | District | State Average for Districts in the Same Category |
|---|-----------|--|
| Beginning | \$36,495 | \$38,578 |
| Mid-Range | \$55,593 | \$59,799 |
| Highest | \$74,377 | \$78,044 |
| Average Elementary Principal | \$92,465 | \$95,442 |
| Average Middle Principal | \$99,328 | \$98,080 |
| Average High Principal | \$105,376 | \$106,787 |
| Superintendent Salary | \$181,627 | \$150,595 |
| Percent of Budget for Teacher Salaries | 41.56% | 37.14% |
| Percent of Budget for Administrative Salaries | 7.69% | 5.93% |

Data Access

DataQuest:

DataQuest is a search engine located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, county and the state. DataQuest allows parents and community members to access accountability reports such as; API, AYP, test data, enrollment, graduates, course enrollments, staffing and data pertaining to 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.