

# Gretchen Higgins Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Tracy Linyard, Principal

Principal, Gretchen Higgins Elementary

## About Our School

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.

## Contact

1525 Pembroke Way  
Dixon, CA 95620

Phone: 707-678-6271  
E-mail: [tlinyard@dixonusd.org](mailto:tlinyard@dixonusd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Gretchen Higgins Elementary
<b>Street</b>	1525 Pembroke Way
<b>City, State, Zip</b>	Dixon, Ca, 95620
<b>Phone Number</b>	707-678-6271
<b>Principal</b>	Tracy Linyard, Principal
<b>E-mail Address</b>	<a href="mailto:tlinyard@dixonusd.org">tlinyard@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>
<b>County-District-School (CDS) Code</b>	48705326120240

District	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>
<b>Superintendent First Name</b>	Brian
<b>Superintendent Last Name</b>	Dolan
<b>E-mail Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>

*Last updated: 12/15/2014*

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

#### Description

Our school has a diverse population of approximately 469 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 intervention during the school day for students 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. Each grade level has approximately 20 - 30 Netbook computers for student use. We also have Netbooks in our computer lab.

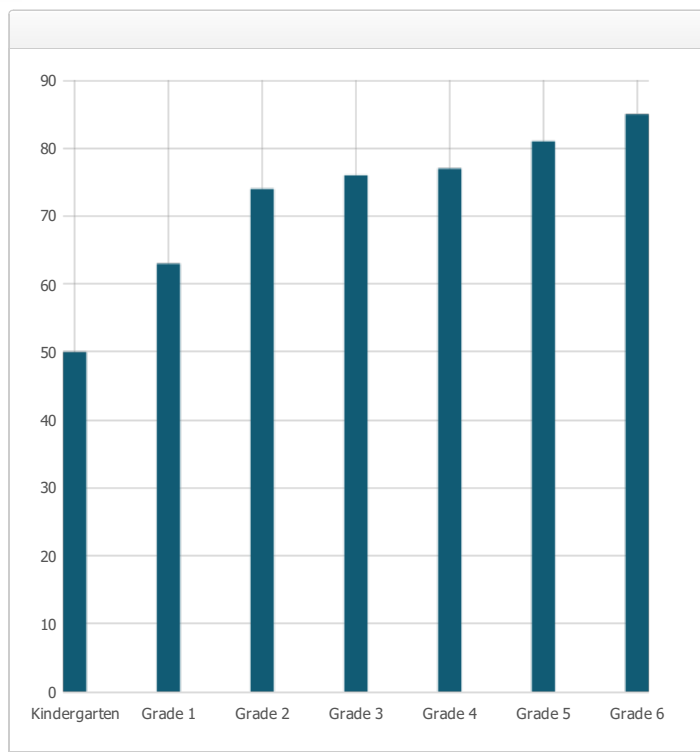
#### Mission Statement

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

*Last updated: 2/2/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

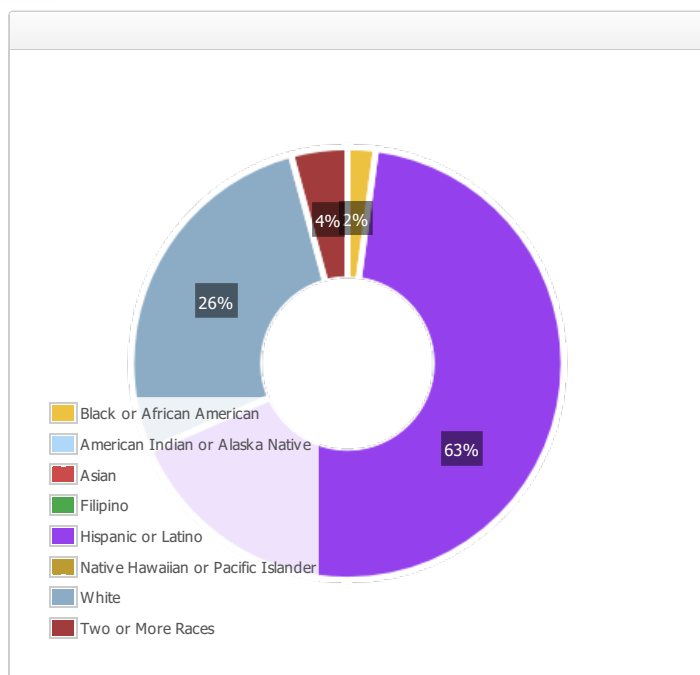
Grade Level	Number of Students
Kindergarten	50
Grade 1	63
Grade 2	74
Grade 3	76
Grade 4	77
Grade 5	81
Grade 6	85
Total Enrollment	506



Last updated: 12/15/2014

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

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.8
Asian	0.4
Filipino	0.4
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.4
White	26.9
Two or More Races	4.7
Socioeconomically Disadvantaged	73.5
English Learners	43.1
Students with Disabilities	13.0



Last updated: 12/15/2014

## A. Conditions of Learning

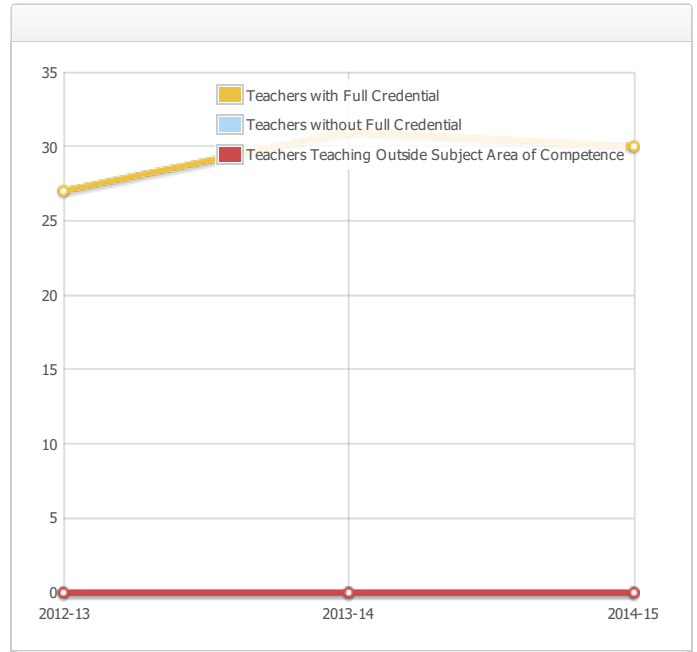
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

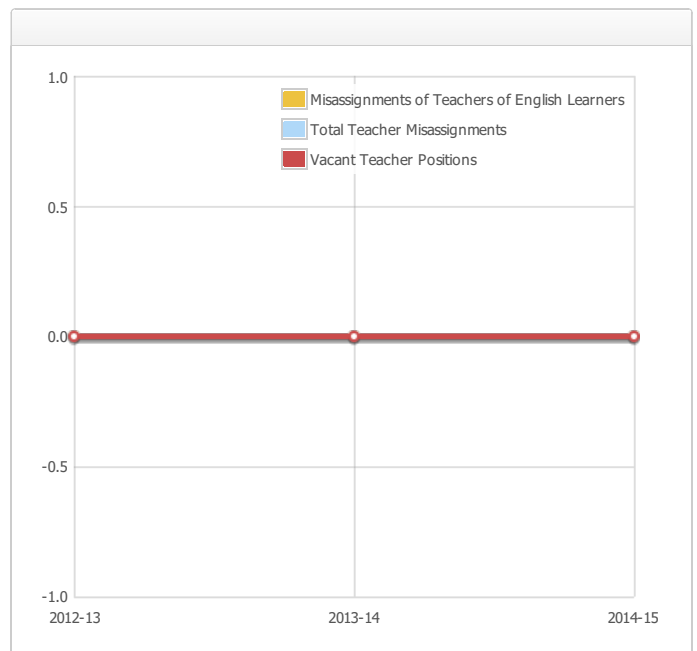
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	31	30	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/15/2014

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/15/2014

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	97	4
Low-Poverty Schools in District	93	7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw (adopted 11-12)	Yes	0.0
Mathematics	Houton Mifflin/McDougal (adopted 03-04)	Yes	0.0
Science	Holt (adopted 07-08)	Yes	0.0
History-Social Science	Harcourt (adopted 06-07)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

*Last updated: 12/15/2014*

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

Gretchen Higgins is a thirteen 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.

*Last updated: 12/15/2014*

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

### Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 12/15/2014*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	45	39	35	53	49	51	60	59	60

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/3/2014*

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	35
Male	40
Female	30
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	
White	48
Two or More Races	
Socioeconomically Disadvantaged	25
English Learners	5
Students with Disabilities	9
Students Receiving Migrant Education Services	

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/3/2014

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	45%	38%	49%	49%	47%	54%	56%	55%
Mathematics	52%	50%	44%	44%	45%	43%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	42%	46%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/3/2014

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	2	1
Similar Schools	1	1	1

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

Last updated: 12/3/2014

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-19	4	-31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-17	29	-39
Native Hawaiian or Pacific Islander			
White	0	-11	-22
Two or More Races			
Socioeconomically Disadvantaged	-1	25	-25
English Learners	-29	23	-46
Students with Disabilities			

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

Last updated: 12/3/2014



# State Priority: Other Pupil Outcomes

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

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

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

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4%	16.9%	18.2%

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: 12/3/2014*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

#### Opportunities for Parental Involvement - Most Recent Year

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. Families and Community Members may contact the school at (707) 678-6271 to learn more about school involvement opportunities.

### State Priority: Pupil Engagement

*Last updated: 12/15/2014*

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

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

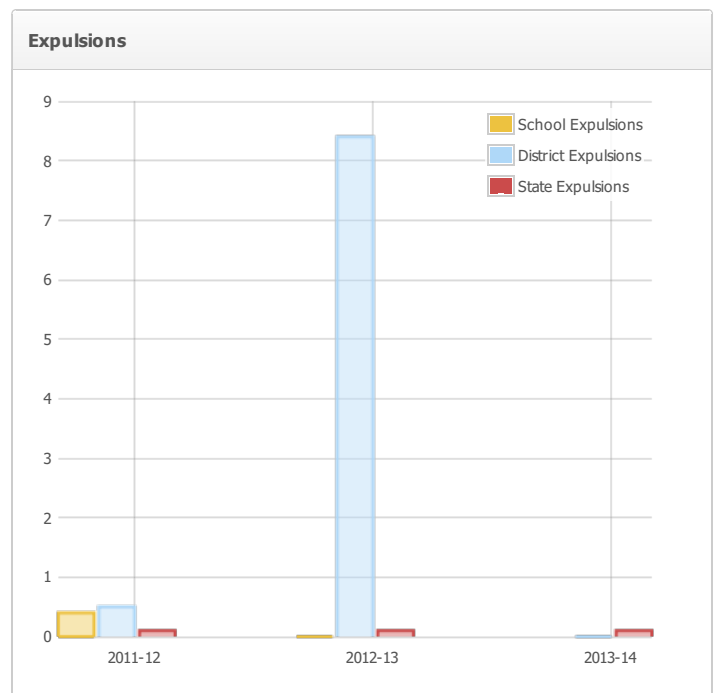
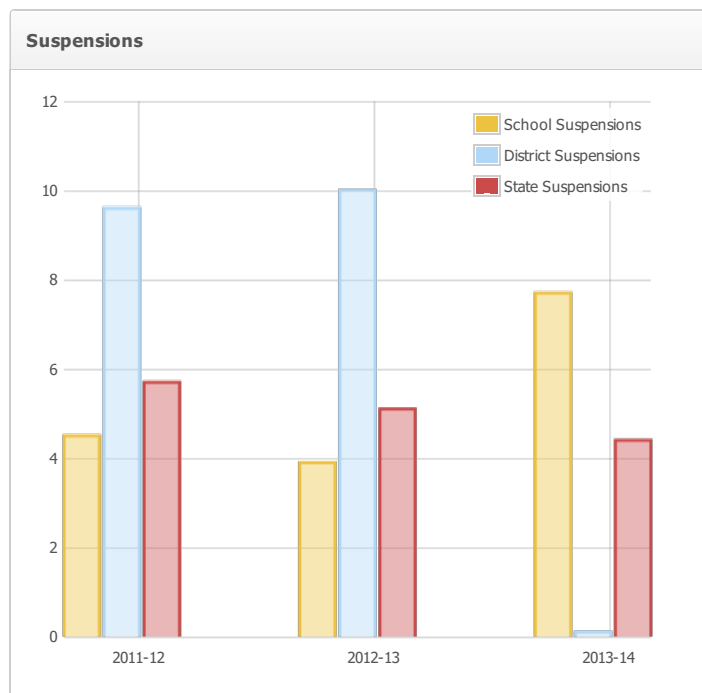
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.50	3.90	7.70	9.60	10.00	0.10	5.70	5.10	4.40
Expulsions	0.40	0.00		0.50	8.40	0.00	0.10	0.10	0.10



Last updated: 2/2/2015

## School Safety Plan - Most Recent Year

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. The site School Safety Plan was last reviewed and updated in August 2014.

Last updated: 2/2/2015

## 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.

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

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 2/2/2015*

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2009-2010
Year in Program Improvement *	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	0.5%

Note: Cells with NA values do not require data.

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

*Last updated: 12/3/2014*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32.0	0	2	0	30.0	2			25.0		2	
1	27.3	0	3	0	25.0	3			21.0	1	2	
2	29.6	0	5	0	26.0	3			25.0		3	
3	29.3	0	3	0	26.0	3			25.0		3	
4	25.0	0	6	0	29.0	3			26.0		3	
5	30.7	0	3	0	27.0	3			27.0		3	
6	29.3	0	3	0	30.0	3			28.0		3	
Other	0.0	4	0	0								

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

*Last updated: 12/3/2014*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/16/2015*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$4,410	\$304	\$4,106	\$67,013
District	N/A	N/A	\$5,195	\$62,071
Percent Difference – School Site and District	N/A	N/A	-21.00%	8.00%
State	N/A	N/A	\$5,537	\$63,037
Percent Difference – School Site and State	N/A	N/A	-25.80%	6.30%

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

*Last updated: 12/17/2014*

**Types of Services Funded (Fiscal Year 2013-14)**

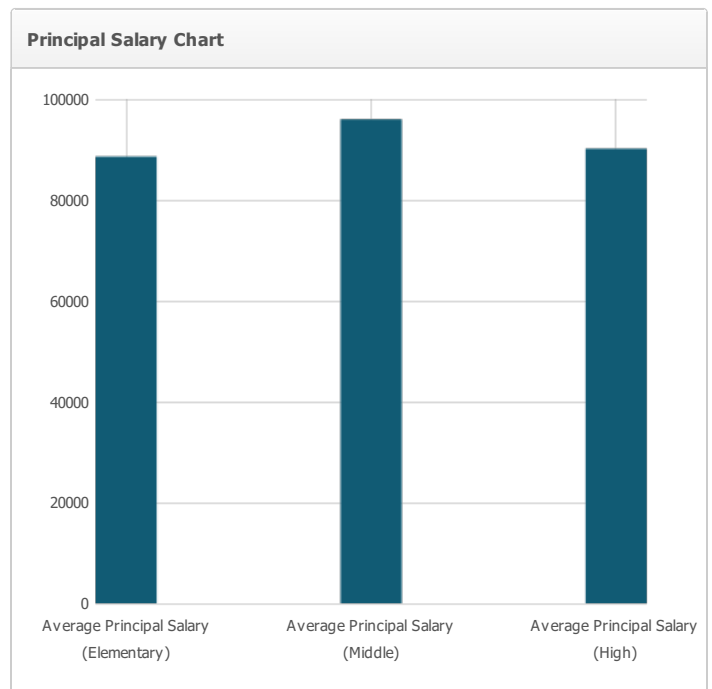
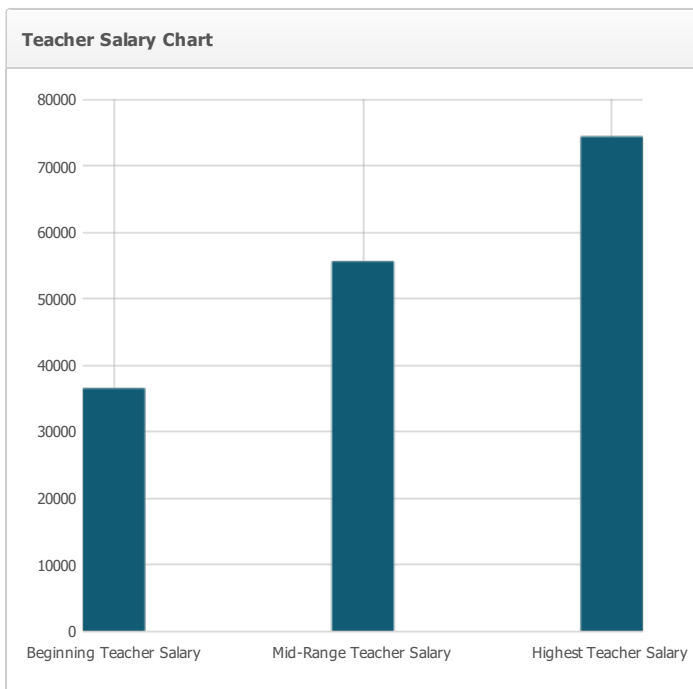
Gretchen Higgins receives Title I funding which provides support through additional staff for Intervention and ELD instruction as well as supplementary materials as needed to address student needs. Students may receive additional support through push-in or pull out instruction as well as additional classroom support from their core teacher in the areas of math, ELA, and ELD.

*Last updated: 12/15/2014*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,495	\$38,920
Mid-Range Teacher Salary	\$55,593	\$59,803
Highest Teacher Salary	\$74,377	\$78,096
Average Principal Salary (Elementary)	\$88,609	\$95,836
Average Principal Salary (Middle)	\$96,015	\$99,849
Average Principal Salary (High)	\$90,184	\$107,599
Superintendent Salary	\$161,706	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



*Last updated: 12/3/2014*

**Professional Development – Most Recent Three Years**

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Teachers receive professional development during CPT (Common Planning Time) on our early release Wednesdays. Over the past three years we have focused on Professional Growth in the areas of Cycle of Inquiry (instruction - assesment - planning), ELD strategies, student engagement strategies, and how to best meet the needs of our students through reteaching and intervention. This professional development is delivered by after school workshops through site and district level CPT. Support for teachers is provided through walk-through observations and feedback as well as teacher-principal meetings and most recently coaching from our instructional coach.

*Last updated: 12/15/2014*