

Gretchen Higgins 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.



Shawntel McCammon, Principal

Principal, Gretchen Higgins Elementary

About Our School

Gretchen Higgins Elementary School promotes high academic success through high expectations and high quality instruction. Gretchen Higgins encourages active student engagement by providing each student a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, and excellence in learning. The Gretchen Higgins team joins the parents and community to assist the students in developing 21st century skills to become independent and self-sufficient life-long learners who will succeed and contribute responsibly to the global market.

We strive to meet the needs of each of our students by adhering to the District's core beliefs and vision, which serve as guiding principles for site level planning. The guiding core vision is: Plan and act to meet our students' needs first, engage students in learning through innovative and effective instruction, invest in the growth and development of our staff, support learning through modern technology and safe facilities, and ensure on-going, measurable improvement through collaborations. All of these are the foundation of the district vision of: To close the achievement gap by preparing all students for college and career readiness and success in a global society.

We are the Huskies and pride ourselves on following our school-wide expectations of being Respectful, Responsible and Safe.

Contact

Gretchen Higgins Elementary
1525 Pembroke Way
Dixon, CA 95620-4115

Phone: 707-693-6380
E-mail: shawntel.mccammon@dixonusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org

School Contact Information (School Year 2018—19)	
School Name	Gretchen Higgins Elementary
Street	1525 Pembroke Way
City, State, Zip	Dixon, Ca, 95620-4115
Phone Number	707-693-6380
Principal	Shawntel McCammon, Principal
E-mail Address	shawntel.mccammon@dixonusd.org
Web Site	http://gh.dixonusd.org/
County-District-School (CDS) Code	48705326120240

Last updated: 12/11/2018

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

Gretchen Higgins opened its doors in July of 2002. Our school is located in Dixon, a small town of about 19,300 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 north side of Dixon surrounded by many housing options including single family homes, apartments, and townhouses.

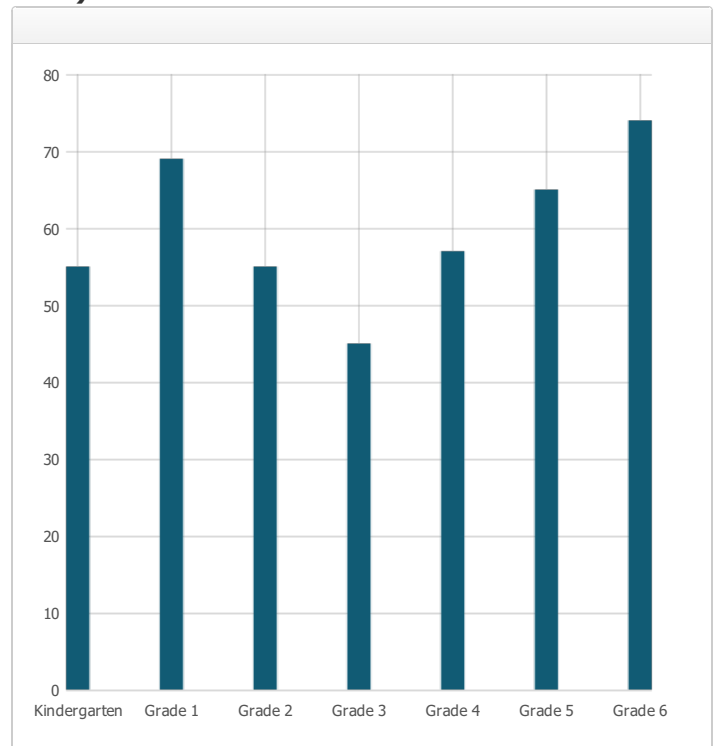
We are a Kindergarten through 5th grade site with a great staff that has high expectations for all students! Gretchen Higgins is in year 2 of Positive Behavior Intervention and Supports PBIS. Positive Behavior Interventions and Supports is a proactive approach to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Our site's mission: In order for our students to be college and career ready, Gretchen Higgins, in collaboration with home and community, will provide a nurturing and rigorous academic environment.

Last updated: 12/11/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	55
Grade 1	69
Grade 2	55
Grade 3	45
Grade 4	57
Grade 5	65
Grade 6	74
Total Enrollment	420



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.2 %
Asian	0.5 %
Filipino	0.2 %
Hispanic or Latino	71.0 %
Native Hawaiian or Pacific Islander	%
White	21.0 %
Two or More Races	3.6 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.3 %
English Learners	39.0 %
Students with Disabilities	14.3 %
Foster Youth	0.5 %

A. Conditions of Learning

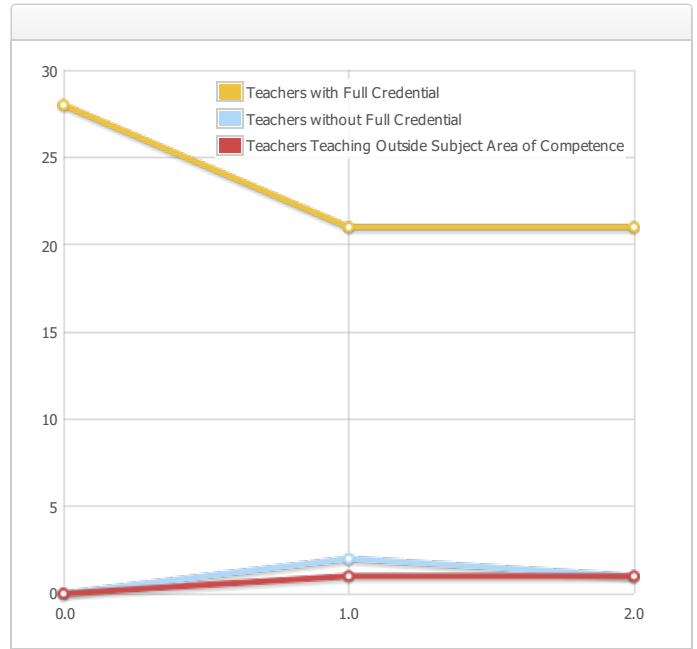
State Priority: Basic

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

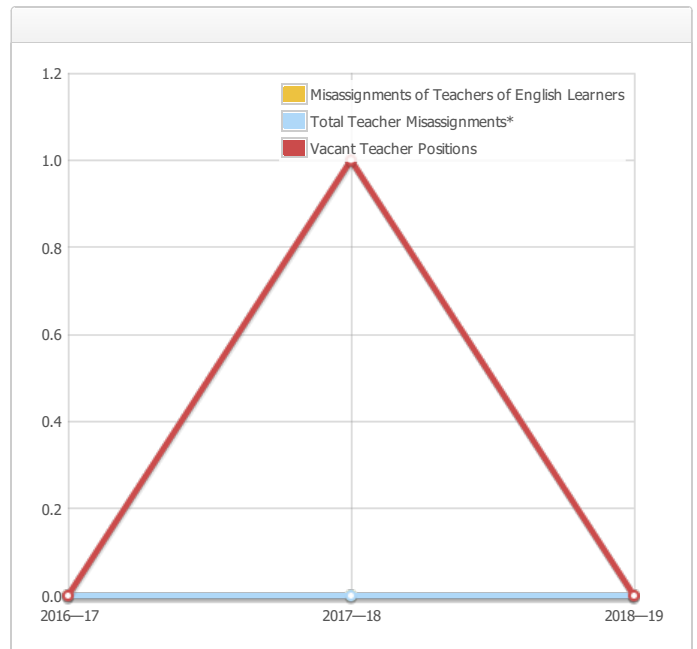
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	28	21	21	150
Without Full Credential	0	2	1	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	5



Last updated: 1/31/2019

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	1	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: 2/1/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten - 1st grade) Benchmark Advance (2nd - 5th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten - 5th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade)	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: 2/1/2019

School Facility Conditions and Planned Improvements

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 staff, the district schedules a thorough deep cleaning of classrooms on a regular basis. All classrooms/spaces have internet access and phones.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Fair
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Last updated: 1/31/2019

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)	29.0%	32.0%	40.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	22.0%	31.0%	34.0%	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: 1/31/2019

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	260	240	92.31%	31.67%
Male	133	121	90.98%	29.75%
Female	127	119	93.70%	33.61%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	189	171	90.48%	28.07%
Native Hawaiian or Pacific Islander				
White	54	52	96.30%	46.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	209	191	91.39%	26.70%
English Learners	137	121	88.32%	23.14%
Students with Disabilities	38	34	89.47%	5.88%
Students Receiving Migrant Education Services	35	21	60.00%	19.05%
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: 1/31/2019

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	260	242	93.08%	22.31%
Male	133	121	90.98%	23.97%
Female	127	121	95.28%	20.66%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	189	173	91.53%	20.23%
Native Hawaiian or Pacific Islander				
White	54	52	96.30%	34.62%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	209	193	92.34%	19.17%
English Learners	137	123	89.78%	17.89%
Students with Disabilities	38	34	89.47%	5.88%
Students Receiving Migrant Education Services	35	21	60.00%	14.29%
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: 1/31/2019

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	18.1%	20.8%	23.6%

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: 1/31/2019

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)

At Gretchen Higgins Elementary School, parents are encouraged to be involved in our school.

The staff at Gretchen Higgins values and includes all stakeholders in the educational process. At school, parent participation is an active and key component of our culture. Family members contribute to the GH community in many ways, including volunteering in the classroom attending parent education classes, organizing and assisting in daily school activities, and participating in committees. The GH School Site Council and Parent Teacher Organization encourage parent/guardian involvement in school planning and activities. The School Site Council (SSC) helps to plan and evaluate overall school programming and approves yearly budget expenditures. Our English Language Advisory Committee (ELAC) assists in assessing the needs of, programming and supports to English Learners. The Parent Teacher Organization (PTO) raises thousands of dollars for school use each year. Volunteers, community members, and staff assist with school-wide events such as book fairs, Family Fun Nights, movie nights, holiday events, and school beautification efforts. Weekly new letters ensure that parents/guardians are informed about curriculum, activities, and functions at Gretchen Higgins.

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

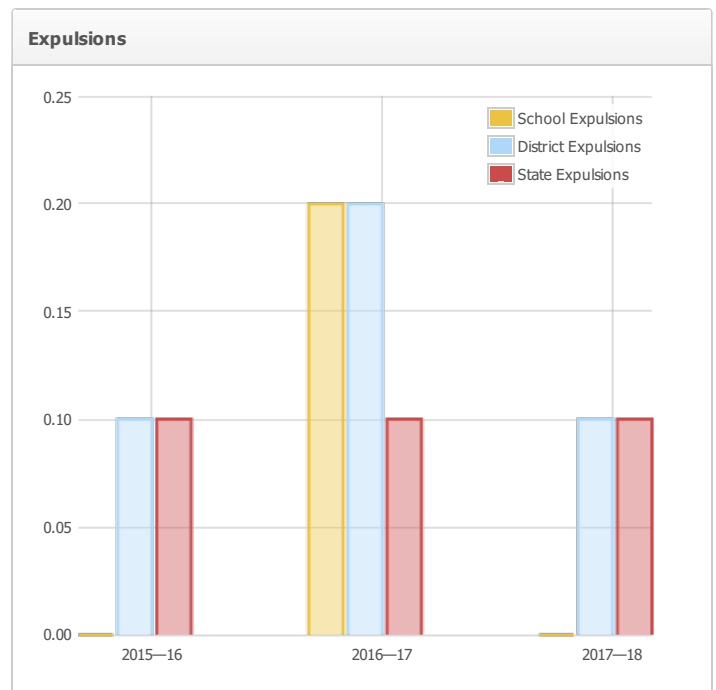
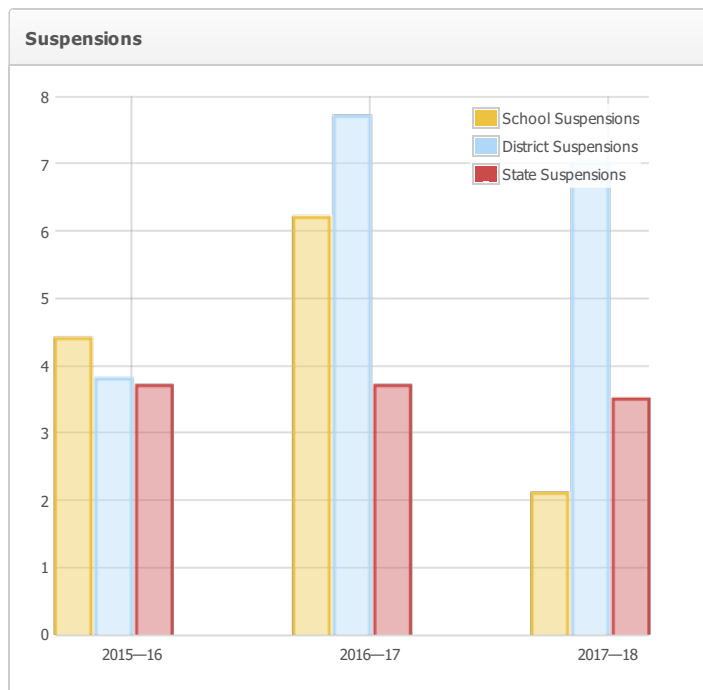
State Priority: School Climate

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	4.4%	6.2%	2.1%	3.8%	7.7%	7.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

Maintaining the safety and security of students and staff at Gretchen Higgins Elementary School is a priority in our daily operations and long-term planning. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while classified staff supervises students during recess and lunch periods. The Comprehensive School Safety Plan is in compliance with Senate Bill 187. Yearly, the committee meets to review materials. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills and campus intrusions. Specific instructions for staff and student response are outlined in the plan. All staff and students practice fire drills monthly and lock down drills at least twice a year to reinforce the procedures outlined in our Safety Plan. Should such a situation arise, school staff will remain on duty to ensure the welfare of all Gretchen Higgins students until it is feasible and appropriate for parents and guardians to pick them up. The school maintains necessary first aid supplies in designated locations and these are inventoried and replaced each year.

Last updated: 1/31/2019

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	26.0		2	
1	24.0		2	
2	26.0		2	
3	24.0		3	
4	24.0		3	
5	26.0		3	
6	31.0		3	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		3	
1	20.0	2	1	
2	21.0	1	1	
3	23.0	1	2	
4	28.0		2	
5	28.0		3	
6	26.0		3	
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	25.0		2	
1	23.0		3	
2	28.0		2	
3	23.0		2	
4	29.0		2	
5	27.0		2	
6	29.0		3	
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: 1/31/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	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)	0.2	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.4	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: 1/31/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6999.0	\$326.0	\$6772.0	\$73501.0
District	N/A	N/A	\$8191.0	\$67304.0
Percent Difference – School Site and District	N/A	N/A	-17.3%	3.1%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-5.0%	3.0%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

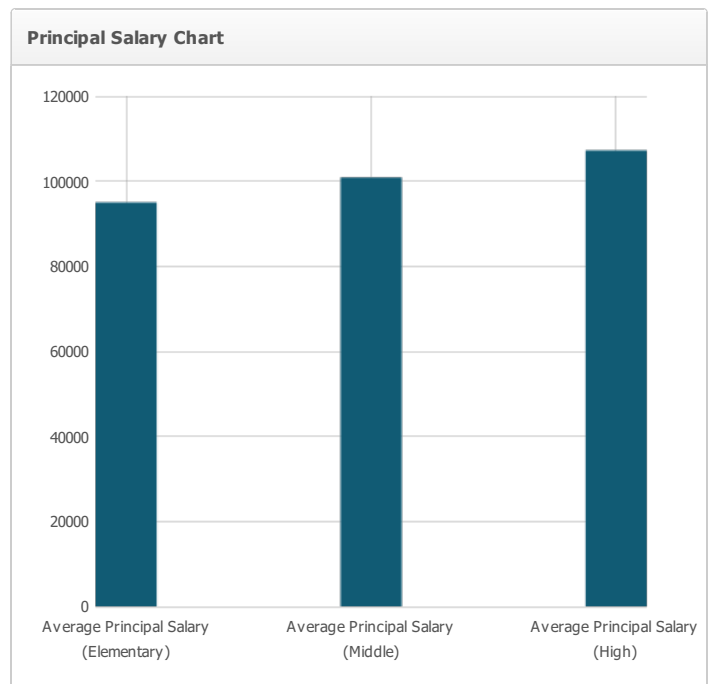
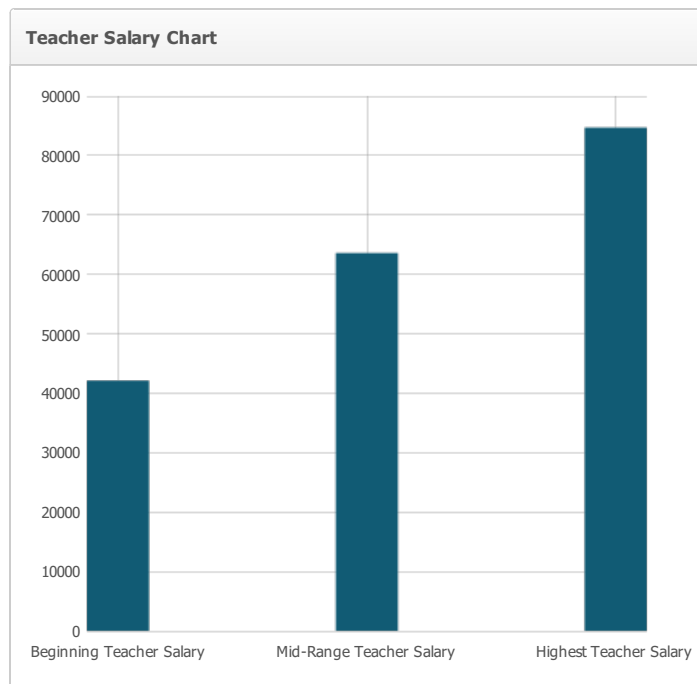
Gretchen Higgins receives Title I Funding and the School Site Council approved the Single Plan for Student Achievement (SPSA) in April 2018. The SPSA included the following: funds to provide support through additional staff for Intervention and English Language Development instruction, Professional Development opportunities for staff, afterschool intervention tutoring, improvement of school climate and student behavior through Soul Shoppe and Positive Behavior Intervention and Supports (PBIS), Social-Emotional Learning (SEL) groups through Solano County Office of Education and supplementary materials and technology to provide additional support to the Common Core State Standards (CCSS). Our programs are adaptable to meet the needs of each child and student enrollment shifts as students achieve learning goals and others are identified to receive assistance.

Last updated: 12/11/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,131	\$45,681
Mid-Range Teacher Salary	\$63,595	\$70,601
Highest Teacher Salary	\$84,708	\$89,337
Average Principal Salary (Elementary)	\$95,011	\$110,053
Average Principal Salary (Middle)	\$100,890	\$115,224
Average Principal Salary (High)	\$107,240	\$124,876
Superintendent Salary	\$183,432	\$182,466
Percent of Budget for Teacher Salaries	37.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 2/1/2019

Professional Development

Professional development for the school year included: Professional Learning (1 days offered in August 2018, 1 day during January 2019), UCD Math and Writing Projects, PBIS-a system used to improve school climate and student behavior and EL Achieve the adopted program used for ELD. Additionally, teachers participated in Daily 5 professional learning to improve student learning and opportunities in ELA and Math in the small group setting. These opportunities include training days that are provided throughout the school year.

Teachers also have Common Planning Time (CPT) that occurs each week on early-release Wednesdays. During this time, teachers collaborate in grade-level,

site, or district teams to reflect upon student progress and plan for continued student learning. The areas of focus for collaboration at the elementary level include engagement strategies, differentiation through small group instruction, and implementation of English Language Development strategies. These areas were identified through the collaborative LCAP process with a common purpose of aligning curriculum and instruction with the Common Core State Standards.

Professional Development conducted during CPT is augmented by the support of an Elementary Instructional Math and ELD District Coach. These Instructional Coaches work closely with classroom teachers to model and facilitate the use of research-based teaching strategies, research and provide resources on innovative practices, and analyze and reflect upon student achievement data.

Last updated: 2/1/2019