

Gretchen Higgins Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 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

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

Phone: 707-678-6271
E-mail: shawntel.mccammon@dixonusd.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
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 - Most Recent Year	
School Name	Gretchen Higgins Elementary
Street	1525 Pembroke Way
City, State, Zip	Dixon, Ca, 95620-4115
Phone Number	707-678-6271
Principal	Shawntel McCammon, Principal
E-mail Address	shawntel.mccammon@dixonusd.org
Web Site	http://www.dixonusd.org
County-District-School (CDS) Code	48705326120240

Last updated: 1/8/2016

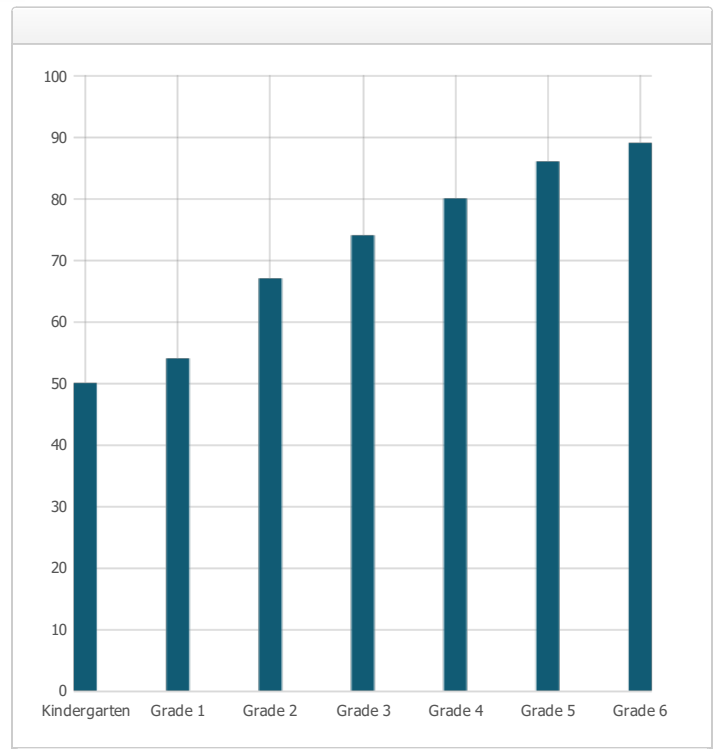
School Description and Mission Statement - Most Recent Year

<p>Description</p> <p>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 (65%) and white (not Hispanic, 25 %). 45% of our students are English Language Learners. Approximately 78% of our students receive free or reduced lunches.</p> <p>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 voicemail 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.</p> <p>Mission Statement</p> <p>All students will learn and be successful because of what we do.</p>
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Last updated: 1/8/2016

Student Enrollment by Grade Level (School Year 2014-15)

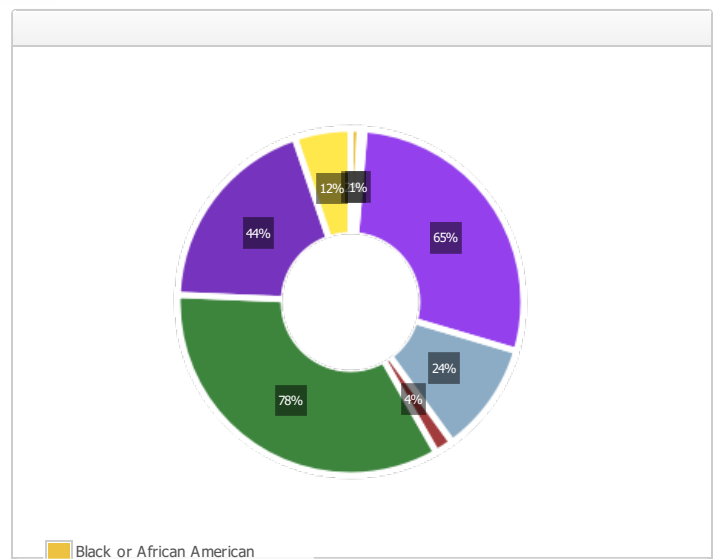
Grade Level	Number of Students
Kindergarten	50
Grade 1	54
Grade 2	67
Grade 3	74
Grade 4	80
Grade 5	86
Grade 6	89
Total Enrollment	500



Last updated: 1/8/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.6 %
Asian	1.0 %
Filipino	0.2 %
Hispanic or Latino	65.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	24.8 %
Two or More Races	4.2 %
Socioeconomically Disadvantaged	78.2 %
English Learners	44.6 %
Students with Disabilities	12.4 %
Foster Youth	0.0 %



Last updated: 1/4/2016

A. Conditions of Learning

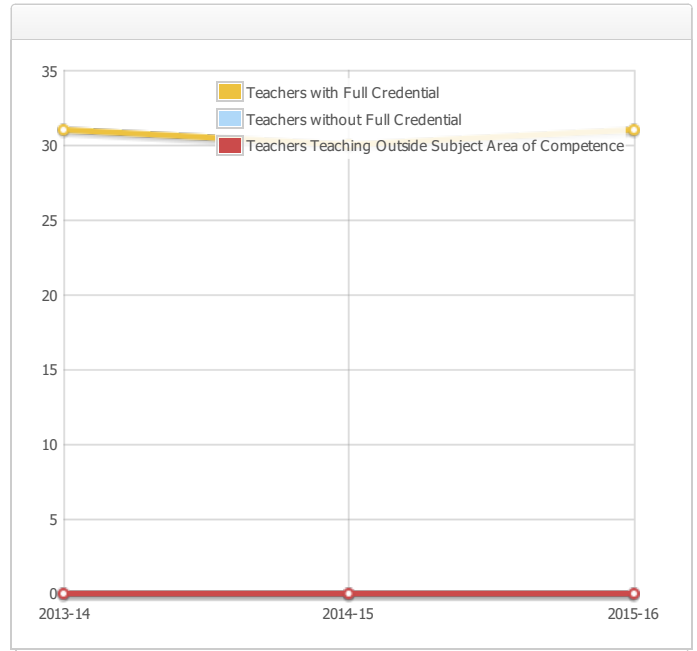
State Priority: Basic

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

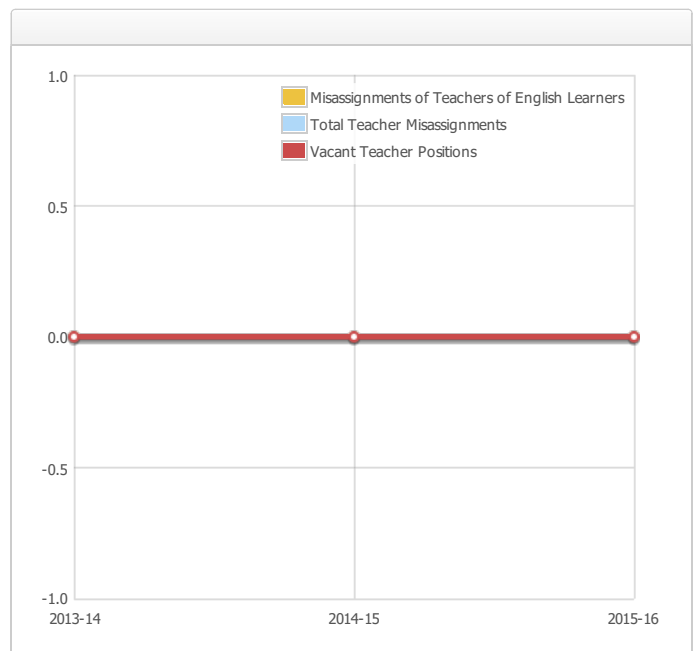
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	30	31	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/4/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	79.0%	21.0%

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:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw	Yes	0.0 %
Mathematics	GO Math-Houghton Mifflin Hartcourt	Yes	0.0 %
Science	Holt	Yes	0.0 %
History-Social Science	Harcourt	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		0.0 %

Last updated: 1/5/2016

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: 1/4/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
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

Year and month in which data were collected: July 2015

Overall Rating	Good
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Last updated: 1/4/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	25.0%	30.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	70	97.2%	43.0%	29.0%	19.0%	10.0%
Male	72	34	47.2%	47.0%	29.0%	15.0%	9.0%
Female	72	36	50.0%	39.0%	28.0%	22.0%	11.0%
Black or African American	72	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	72	47	65.3%	40.0%	34.0%	17.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	72	20	27.8%	45.0%	20.0%	20.0%	15.0%
Two or More Races	72	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	72	53	73.6%	42.0%	28.0%	21.0%	9.0%
English Learners	72	39	54.2%	44.0%	33.0%	15.0%	8.0%
Students with Disabilities	72	5	6.9%	--	--	--	--
Students Receiving Migrant Education Services	72	3	4.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	68.0%	17.0%	9.0%	6.0%
Male	82	44	53.7%	70.0%	23.0%	5.0%	2.0%
Female	82	38	46.3%	66.0%	11.0%	13.0%	11.0%
Black or African American	82	3	3.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	1	1.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	82	51	62.2%	76.0%	14.0%	6.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	18	22.0%	39.0%	28.0%	17.0%	17.0%
Two or More Races	82	9	11.0%	--	--	--	--
Socioeconomically Disadvantaged	82	64	78.0%	69.0%	16.0%	11.0%	5.0%
English Learners	82	32	39.0%	91.0%	9.0%	0.0%	0.0%
Students with Disabilities	82	12	14.6%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	82	4	4.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	89	98.9%	49.0%	24.0%	21.0%	6.0%
Male	90	37	41.1%	54.0%	16.0%	27.0%	3.0%
Female	90	52	57.8%	46.0%	29.0%	17.0%	8.0%
Black or African American	90	1	1.1%	--	--	--	--
American Indian or Alaska Native	90	1	1.1%	--	--	--	--
Asian	90	1	1.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	90	59	65.6%	58.0%	24.0%	17.0%	2.0%
Native Hawaiian or Pacific Islander	90	1	1.1%	--	--	--	--
White	90	21	23.3%	38.0%	24.0%	24.0%	14.0%
Two or More Races	90	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	90	67	74.4%	55.0%	19.0%	21.0%	4.0%
English Learners	90	28	31.1%	82.0%	11.0%	7.0%	0.0%
Students with Disabilities	90	10	11.1%	--	--	--	--
Students Receiving Migrant Education Services	90	5	5.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	94	93	98.9%	30.0%	40.0%	20.0%	6.0%
Male	94	53	56.4%	30.0%	43.0%	17.0%	4.0%
Female	94	40	42.6%	30.0%	35.0%	25.0%	10.0%
Black or African American	94	4	4.3%	--	--	--	--
American Indian or Alaska Native	94	2	2.1%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	94	51	54.3%	41.0%	27.0%	20.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	94	32	34.0%	13.0%	63.0%	16.0%	9.0%
Two or More Races	94	4	4.3%	--	--	--	--
Socioeconomically Disadvantaged	94	62	66.0%	34.0%	37.0%	21.0%	3.0%
English Learners	94	26	27.7%	54.0%	27.0%	8.0%	0.0%
Students with Disabilities	94	12	12.8%	75.0%	17.0%	0.0%	0.0%
Students Receiving Migrant Education Services	94	3	3.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	71	98.6%	30.0%	34.0%	31.0%	6.0%
Male	72	34	47.2%	26.0%	35.0%	29.0%	9.0%
Female	72	37	51.4%	32.0%	32.0%	32.0%	3.0%
Black or African American	72	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	72	48	66.7%	29.0%	31.0%	33.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	72	20	27.8%	25.0%	40.0%	30.0%	5.0%
Two or More Races	72	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	72	54	75.0%	30.0%	33.0%	33.0%	4.0%
English Learners	72	40	55.6%	33.0%	33.0%	30.0%	5.0%
Students with Disabilities	72	5	6.9%	--	--	--	--
Students Receiving Migrant Education Services	72	3	4.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	54.0%	32.0%	11.0%	4.0%
Male	82	44	53.7%	55.0%	36.0%	5.0%	5.0%
Female	82	38	46.3%	53.0%	26.0%	18.0%	3.0%
Black or African American	82	3	3.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	1	1.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	82	51	62.2%	61.0%	25.0%	14.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	18	22.0%	28.0%	50.0%	11.0%	11.0%
Two or More Races	82	9	11.0%	--	--	--	--
Socioeconomically Disadvantaged	82	64	78.0%	58.0%	30.0%	13.0%	0.0%
English Learners	82	32	39.0%	75.0%	19.0%	6.0%	0.0%
Students with Disabilities	82	12	14.6%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	82	4	4.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	89	98.9%	55.0%	25.0%	13.0%	7.0%
Male	90	37	41.1%	46.0%	22.0%	27.0%	5.0%
Female	90	52	57.8%	62.0%	27.0%	4.0%	8.0%
Black or African American	90	1	1.1%	--	--	--	--
American Indian or Alaska Native	90	1	1.1%	--	--	--	--
Asian	90	1	1.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	90	59	65.6%	61.0%	25.0%	10.0%	3.0%
Native Hawaiian or Pacific Islander	90	1	1.1%	--	--	--	--
White	90	21	23.3%	48.0%	24.0%	19.0%	10.0%
Two or More Races	90	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	90	67	74.4%	61.0%	24.0%	10.0%	4.0%
English Learners	90	28	31.1%	86.0%	11.0%	4.0%	0.0%
Students with Disabilities	90	10	11.1%	--	--	--	--
Students Receiving Migrant Education Services	90	5	5.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/4/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	94	93	98.9%	27.0%	41.0%	20.0%	10.0%
Male	94	53	56.4%	26.0%	40.0%	21.0%	9.0%
Female	94	40	42.6%	28.0%	43.0%	20.0%	10.0%
Black or African American	94	4	4.3%	--	--	--	--
American Indian or Alaska Native	94	2	2.1%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	94	51	54.3%	33.0%	33.0%	22.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	94	32	34.0%	16.0%	50.0%	19.0%	16.0%
Two or More Races	94	4	4.3%	--	--	--	--
Socioeconomically Disadvantaged	94	62	66.0%	29.0%	39.0%	24.0%	5.0%
English Learners	94	26	27.7%	38.0%	38.0%	12.0%	4.0%
Students with Disabilities	94	12	12.8%	58.0%	42.0%	0.0%	0.0%
Students Receiving Migrant Education Services	94	3	3.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/4/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	39.0%	35.0%	35.0%	48.0%	51.0%	42.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42.0%
All Students at the School	35.0%
Male	39.0%
Female	33.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	27.0%
Native Hawaiian or Pacific Islander	--
White	47.0%
Two or More Races	--
Socioeconomically Disadvantaged	30.0%
English Learners	7.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2%	26.1%	19.3%

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: 1/4/2016

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 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: 1/8/2016

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

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

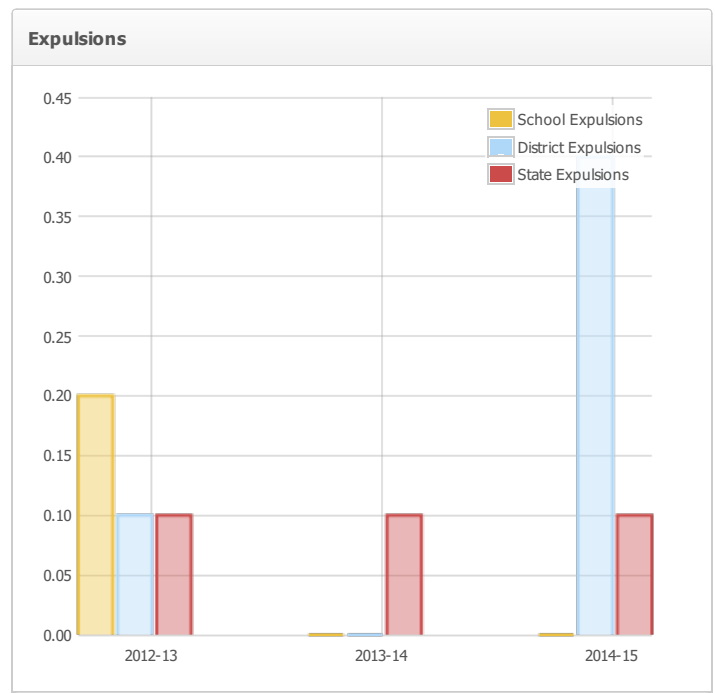
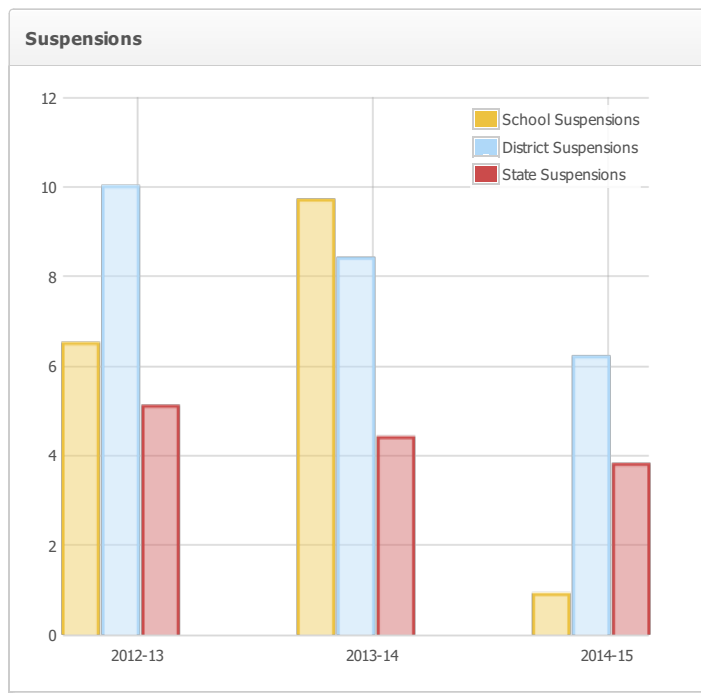
State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.5	9.7	0.9	10.0	8.4	6.2	5.1	4.4	3.8
Expulsions	0.2	0.0	0.0	0.1	0.0	0.4	0.1	0.1	0.1



Last updated: 1/4/2016

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: 1/8/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/4/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	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+
K	30.0		2	25.0		2	25.0		2
1	25.0		3	21.0	1	2	27.0		2
2	26.0		3	25.0		3	22.0		3
3	26.0		3	25.0		3	25.0		3
4	29.0		3	26.0		3	27.0		3
5	27.0		3	27.0		3	29.0		3
6	30.0		3	28.0		3	30.0		3
Other									

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

Last updated: 1/4/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	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: 1/21/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5104.0	\$372.0	\$4732.0	\$69876.0
District	N/A	N/A	\$5346.0	\$61447.0
Percent Difference – School Site and District	N/A	N/A	-11.5%	13.7%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	0.9%	10.8%

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

Last updated: 1/21/2016

Types of Services Funded (Fiscal Year 2014-15)

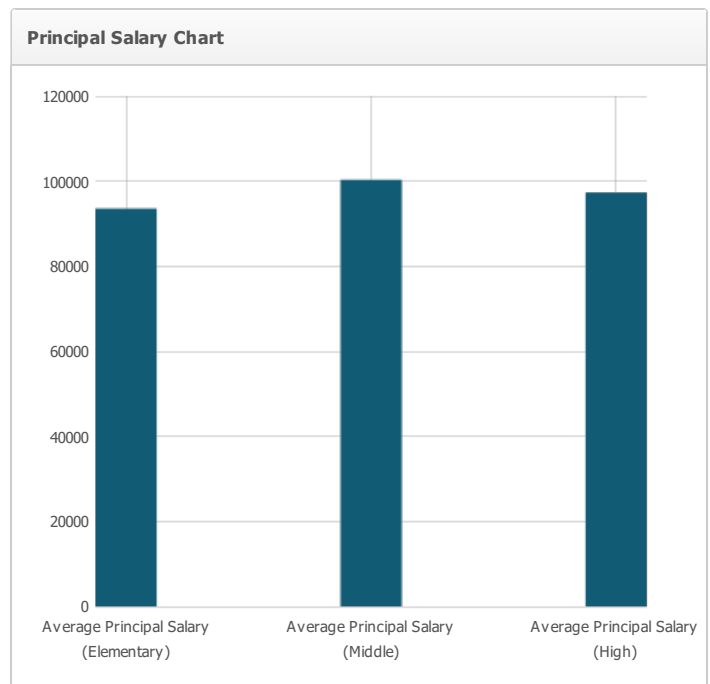
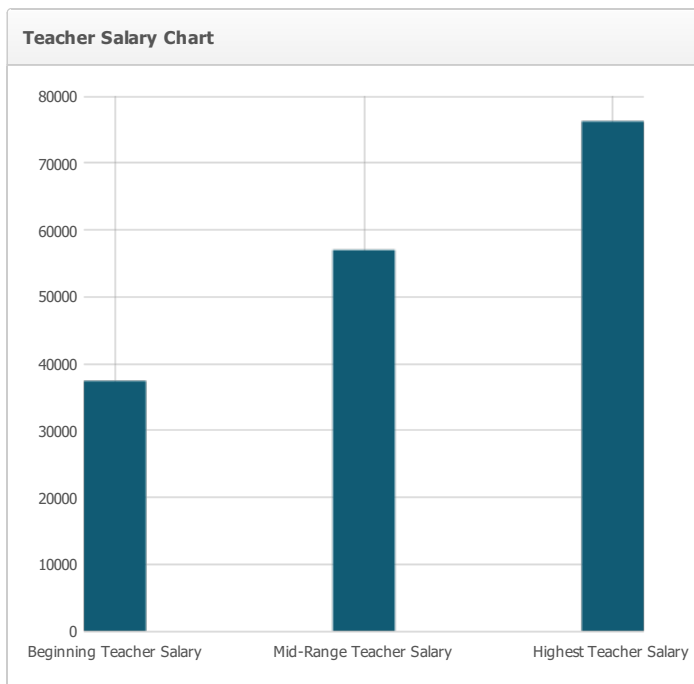
Gretchen Higgins receives Title I funding which provides support through additional staff for Intervention and ELD instruction as well as supplementary materials as needed to address student needs. Students may receive additional support through push-in or pull out instruction as well as additional classroom support from their core teacher in the areas of math, ELA, and ELD. All of these 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: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,407	\$40,379
Mid-Range Teacher Salary	\$56,983	\$62,323
Highest Teacher Salary	\$76,236	\$81,127
Average Principal Salary (Elementary)	\$93,563	\$99,192
Average Principal Salary (Middle)	\$100,325	\$91,287
Average Principal Salary (High)	\$97,331	\$112,088
Superintendent Salary	\$169,125	\$159,821
Percent of Budget for Teacher Salaries	40.0%	36.0%
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: 1/21/2016

Professional Development – Most Recent Three Years

Teachers receive professional development during CPT (Common Planning Time) on our early release Wednesdays. During this time, teachers collaborate in grade-level, site, or district groups to reflect upon student progress and plan for continued student learning. Over the past year we have focused on Professional Growth in the areas of ELD strategies, mathematics, 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 coaching from our instructional coach. The instructional coach works closely with classroom teachers to model and facilitate the use of research-based teaching strategies, research and provide resources on innovative practices.

Last updated: 1/8/2016