

School Accountability Report

Reported for the 2011-12 School Year

Published During 2012-13

Gretchen Higgins Elementary

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011-12 school year. School finances and school completion data are reported for the 2010-11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012-13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.



I. About This School

Contact Information (2012-13 School Year)

School Name	Gretchen Higgins	District Name	Dixon Unified
Street	1525 Pembroke Way	Phone Number	707-678-5582
City, Street, Zip	Dixon, CA 95620-3209	Website	www.dixonusd.org
Phone Number	707-678-6271	Superintendent	Brian Dolan
Principal	Tracy Linyard	Email Address	bdolan@dixonusd.org
Email Address	tlinyard@dixonusd.org	CDS Code	48705326120240

Principals Message: (2011-2012 School Year)

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

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 600 students in kindergarten through sixth grade. The two major subgroups of students are Hispanic or Latino (54.1%) and white (not Hispanic, 38.2 %). 31% of our students are English Language Learners. Approximately 51% of our students receive free or reduced lunches.

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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 (2011-12) School Year)

Contact Person:	GH Office	Contact Person Phone #:	(707) 678-6271
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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.

Average Class Size and Class Size Distribution (Elementary)

This table displays by subject area the average class size and the number of classrooms that fall into each category (a range of local students per classroom).

Subject	2009-2010				2010-2011				2011-2012			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20		1-20		1-20		1-20		1-20	21-32	33 +
Kindergarten	28.6	0	28.6	0	28.6	0	28.6	0	31.1	0	2	0
Grade 1	30.3	0	30.3	0	30.3	0	30.3	0	25.5	0	3	0
Grade 2	28.3	0	28.3	0	28.3	0	28.3	0	30.0	0	3	0
Grade 3	30	0	30	0	30	0	30	0	28.0	0	3	0
Grade 4	34	0	34	0	34	0	34	0	24.5	0	3	0
Grade 5	32	0	32	0	32	0	32	0	28.9	0	3	0
Grade 6	31.7	0	31.7	0	31.7	0	31.7	0	27.8	0	3	0

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Student Enrollment by Grade Level (2011-12 School Year)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	64	Grade 8	0
Grade 1	82	Ungraded Elementary	0
Grade 2	89	Grade 9	0
Grade 3	88	Grade 10	0
Grade 4	75	Grade 11	0
Grade 5	92	Grade 12	0
Grade 6	88	Ungraded Secondary	0
Grade 7	0	Total Enrollment	578

Student Enrollment by Group (2011-12 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.5%	White (not Hispanic)	31.0%
American Indian or Alaska Native	0.7%	Two or More Races	6.0%
Asian	0.7%	Socioeconomically Disadvantaged	61.0%
Filipino	1.0%	English Learners	42.0%
Hispanic or Latino	58.3%	Students with Disabilities	10.0%
Native Hawaiian or Pacific Islander	0.5%	n/a	N/A

II. School Safety and Facilities

School Safety Plan (2011-12)

This section provides information about the school's comprehensive safety plan.

Date School Safety Plan last reviewed:	8/6/2012
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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

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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.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total of incidents divided by the total enrollment) at the school and the district levels for the most recent three-year period. Total number of at-home suspensions divided by total number of students accounted in CBEDS for 11-12.

	School			District		
	2009-2010	2010-11	2011-12	2009-2010	2010-11	2011-12
Suspension Rate	0.2	0.4	4.5	0.6	14.1	9.6
Expulsion Rate	0.1	0.0	.4	0.5	0.5	.5

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, restrooms and a description of any planned or recently completed facility improvements.

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.

Planned Improvements (2012-13 School Year)

N/A

School Facility Good Repairs Status (2012-13 School Year)

The table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	Action Taken or Planned

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Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation and air conditioning), Sewer	X			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	X			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms and common areas)	X			
Electrical: Electrical Systems (interior and exterior)	X			
Bathroom/Fountains: Restrooms, Sinks/Drinking Fountains (interior/exterior)	X			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior/exterior)	X			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			
<u>Overall Summary:</u>	X			
<u>Date of Inspection:</u>	9/4/2012			
<u>Completion Date of Inspection Form:</u>	9/4/2012			

III. Curriculum and Instructional Materials

Quality, Currency and Availability of Textbooks and Instructional Materials (2012-13 School Year)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at this school; the year of the most recent adopted materials; and information about the school's use of any supplemental curriculum or non-adopted textbooks or 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 Little). 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
English-Language Arts	MacMillan/McGraw	2011-12
Mathematics	Houghton Mifflin / McDougal Little	2003-04

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History-Social Science	Harcourt	2006-07
Science	Harcourt/Holt	2007-08
Other	N/A	N/A
		Yes / No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials		Yes

Availability of Textbooks and Instructional Materials

Core Curriculum Area	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (9-12)	N/A

Textbook Information Collection Date:	08/06/2012
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Textbook Insufficiency (if applicable)

N/A

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

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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>. Program information regarding the STAR program can be found in the Explaining 2010 STAR Program

Results to the public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	43.0%	46.8%	45.5%	48.0	50.0	50.4	52.0	54.4	57.2
Mathematics	56.0%	52.2%	50.8%	42.3	44.3	45.3	48.1	50.4	51.5
Science	46.0%	46.0%	45.0%	52.6	49.7	53.4	53.6	57.0	59.5
History-Social Science	0.0%	0.0%	0.0%	40.6	41.6	46.2	44.4	47.7	48.8

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	51.9%	55.1%	59.5	48.8
All Students at the School	46.8%	52.2%	44.0%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	39.3%	43.1%	29%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White (Not Hispanic)	63.1%	68.8%	67%	N/A
Two or More Races	N/A	N/A	N/A	N/A

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Male	35.0%	52.0%	43.0%	N/A
Female	50.0%	59.0%	48.0%	N/A
Economically Disadvantaged	36.1%	40.8%	37%	N/A
English Learners	30.1%	33.6%	0%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2011-2012)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

District Wide Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	52.8	34.4	12.6
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Overall Meeting Healthy Fitness Zone Summary of Results

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API is a 1 to 10 ranking. A statewide rank of 1 means the school has an API score in the lowest 10 percent of all schools in the state; while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means the school's academic performance is better than at least 90 of the 100 similar school.

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API Rank	2009	2010	2011
Statewide	4	3	2
Similar Schools	2	1	1

Academic Performance Index Growth by Student Group – Three Year Comparison

Group	Actual API Change		
	2009-2010	2010-11	2011-12
All Students at the School	-6	-19	+4
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	-9	-17	+29
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White (Not Hispanic)	-5	0	-11
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	-8	-1	+25
English Learners	-8	-29	+23
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

Group	2012 Growth API		
	School	District	State
All Students at the School	744	754	788
Black or African American	N/A	685	710
American Indian or Alaska Native	N/A	778	742
Asian	N/A	874	905
Filipino	N/A	819	869

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Hispanic or Latino	701	701	740
Native Hawaiian or Pacific Islander	N/A	N/A	775
White (Not Hispanic)	819	822	853
Two or More Races	N/A	841	849
Socioeconomically Disadvantaged	692	688	737
English Learners	649	649	716
Students with Disabilities	N/A	542	607

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) 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 about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2011-2012 School Year)

AYP Criteria	School	District
Overall	N	N
Participation Rate – English Language Arts	Y	Y
Participation Rate -- Mathematics	Y	Y
Percent Proficient – English Language Arts	N	N
Percent Proficient – Mathematics	N	N
API	Y	Y
Graduation Rate	N/A	N

Federal Intervention Program (2011-12 School Year)

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



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Indicator	School	District
Program Improvement Status	PI 5	PI 3
First Year of Program Improvement	2005-06	2008-2009
Year in Program Improvement	5+	4
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50%

V. Teachers and Support Staff

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. Detailed information about teacher qualifications can be found on the CDE Web site on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s). Detailed information regarding teacher credentials can be found at: <http://www.ctc.ca.gov/>

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	27	30	30	171
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Vacant Teacher Positions and Teacher Misassignments

Indicators	School		
	2009-2010	2010-2011	2011-2012
Vacant Teacher Positions	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2011-12 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

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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	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Complaint Teachers
This School	100%	0%
All Schools in District	99.5	.5
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	--	--

Professional Development

This section provides detailed information on teacher and staff and the process in which they are trained for instructional improvement.

Teaching staff are encouraged to further their training and education through coursework at local universities, workshop sessions, or local staff development opportunities. Gretchen Higgins' staff have developed personal and professional goals as part of their evaluation process. Teachers also participate in ongoing staff development as part of our common planning time on Wednesdays.

Professional Development Days

Indicator	Professional Development Days		
	2009-10	2010-11	2011-12
Number of school days dedicated to staff development	1	1	1

Counselors, and Other Support Staff (School Year 2011-2012)

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 Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavior or Career Development)	0	N/A
Librarian	0	N/A
Library Services Staff	0.33 FTE	N/A

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Psychologist	0.5 FTE	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.0 FTE	N/A
Resource Specialist (non-teaching)	2.0 FTE	N/A
Other		

VI. Teachers and Support Staff

Expenditures Per Pupil and School Site Teacher Salaries (2010-11 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$4325.00	\$162.00	\$4163.00	
District			\$6,850.00	\$62,008.00
State			\$8,323.00	\$67,871.00

Teacher and Administrative Salaries (2010-2011 Fiscal Year)

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	\$36,495.00	\$38,725.00
Mid-Range Teacher Salary	\$55,593.00	\$59,717.00
Highest Teacher Salary	\$74,377.00	\$77,957.00
Average Principal Salary (Elementary)	\$86,806.00	\$95,363.00
Average Principal Salary (Middle)	\$97,878.00	\$98,545.00
Average Principal Salary (High)	\$101,018.00	\$107,031.00

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Superintendent Salary	\$168,566.00	\$149,398.00
Percent of Budget for Teacher Salaries	40.75%	37.20%
Percent of Budget for Administrative Salaries	5.24%	5.85%



VII. Data Access

DataQuest

DataQuest is an online data tool 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g Academic Performance Index [API], Adequate Yearly Process [AYP], test data, enrollment, graduates, dropouts, 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.

