

Gretchen Higgins Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/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](#) 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 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 east side of Dixon surrounded by many housing options including single family homes, apartments, and townhouses. We are a Kindergarten through 6th grade site with a great staff that has high expectations for all student! Gretchen Higgins is in year 1 of Positive Behavior Intervention and Supports. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and 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 school prides itself on the school-wide expectations of being Respectful, Responsible and Safe.

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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
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: 12/9/2016

School Description and Mission Statement (School Year 2016-17)

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 (65%) and white (not Hispanic, 25 %). 45% of our students are English Language Learners. Approximately 78% 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 that are performing 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. We have internet access throughout the entire campus. Currently, our students in grade 4-6 are one to one with technology, meaning each student has a netbook computer. In our Kindergarten and first grade classes, students have access to iPads. In our second and third grade classes there are 8 - 12 netbook computers for student use. We also have a technology lab that has 33 netbooks that all students have access to.

Mission Statement

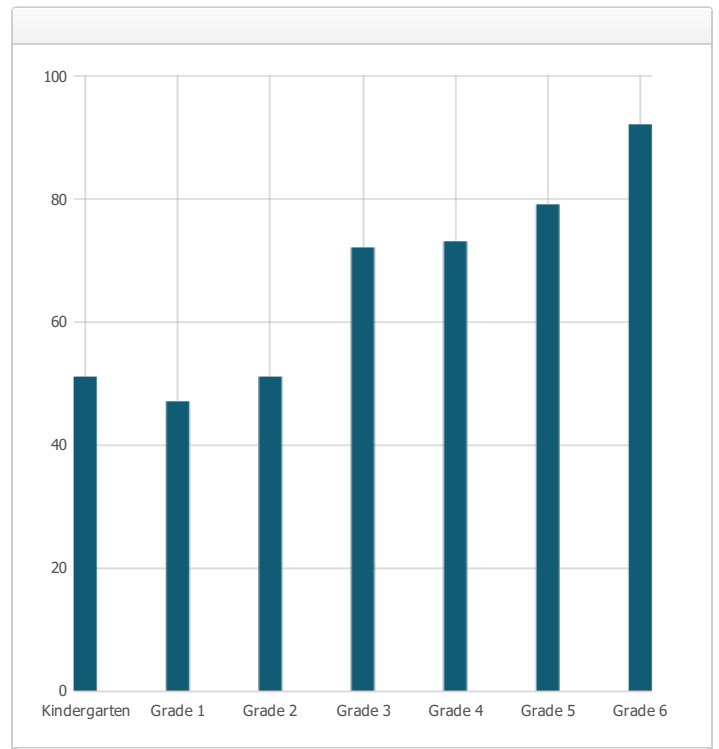
Gretchen Higgins Elementary School promotes high academic success through high expectations and high quality instruction. Gretchen Higgins encourages active student engagement by providing each student a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, 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.

Last updated: 12/9/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	51
Grade 1	47
Grade 2	51
Grade 3	72
Grade 4	73
Grade 5	79
Grade 6	92
Total Enrollment	465



Last updated: 12/9/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.6 %
Asian	0.4 %
Filipino	0.2 %
Hispanic or Latino	68.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	21.5 %
Two or More Races	4.3 %
Other	1.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.6 %
English Learners	43.0 %
Students with Disabilities	12.0 %
Foster Youth	0.0 %

Last updated: 1/23/2017

A. Conditions of Learning

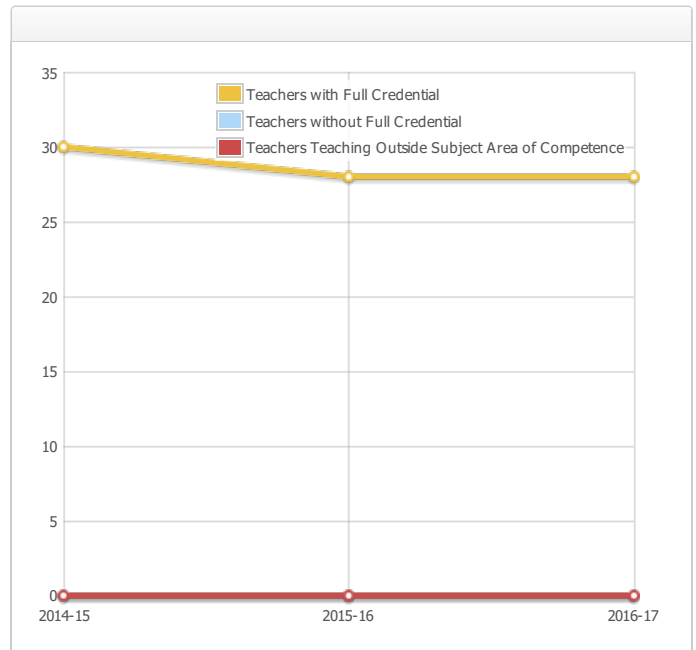
State Priority: Basic

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

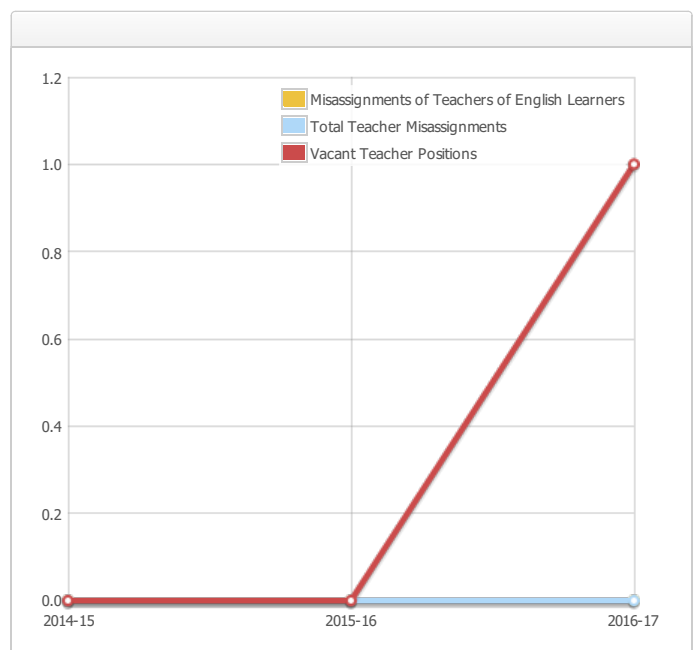
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	28	28	171
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	93.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	94.0%	6.0%

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.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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) McMillan McGraw-Hill Education - Treasures (6th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten - 5th grade) Houghton Mifflin Harcourt - Big Ideas Math Course 1 (6th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade) Pearson Prentice Hall - Focus on California Earth Science (6th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade) Holt - California Social Studies World History Ancient Civilizations (6th grade)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Alfred Music Publishing – Sound Innovations (5th - 6th grade)		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: 1/31/2017

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

Last updated: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	30.0%	33.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	25.0%	20.0%	30.0%	32.0%	34.0%	36.0%

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.

Last updated: 1/23/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	15.5%
Male	41	40	97.6%	17.5%
Female	31	31	100.0%	12.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	10.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.5%	12.5%
English Learners	39	39	100.0%	10.3%
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	12	12	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	69	98.6%	31.9%
Male	38	38	100.0%	29.0%
Female	32	31	96.9%	35.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	26.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	44.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	24.1%
English Learners	25	25	100.0%	12.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/23/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	76	95.0%	23.7%
Male	43	41	95.4%	19.5%
Female	37	35	94.6%	28.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	48	96.0%	14.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.3%	57.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	57	98.3%	17.5%
English Learners	23	23	100.0%	4.4%
Students with Disabilities	13	12	92.3%	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	90	97.8%	44.4%
Male	41	40	97.6%	42.5%
Female	51	50	98.0%	46.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	55	96.5%	30.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	69.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	68	66	97.1%	39.4%
English Learners	19	18	94.7%	5.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	20.0%
Male	41	40	97.6%	27.5%
Female	31	31	100.0%	10.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	14.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.5%	17.5%
English Learners	39	39	100.0%	13.2%
Students with Disabilities	12	12	100.0%	16.7%
Students Receiving Migrant Education Services	12	12	100.0%	16.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	69	98.6%	21.7%
Male	38	38	100.0%	23.7%
Female	32	31	96.9%	19.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	20.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	27.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	20.4%
English Learners	25	25	100.0%	4.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	77	96.3%	9.1%
Male	43	42	97.7%	9.5%
Female	37	35	94.6%	8.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.0%	4.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.3%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	5.2%
English Learners	23	23	100.0%	--
Students with Disabilities	13	12	92.3%	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/23/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	92	100.0%	27.2%
Male	41	41	100.0%	39.0%
Female	51	51	100.0%	17.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	57	100.0%	19.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	39.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	68	68	100.0%	22.1%
English Learners	19	19	100.0%	5.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/23/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	35.0%	35.0%	17.0%	51.0%	42.0%	43.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/23/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	80	77	96.3%	16.9%
Male	43	42	97.7%	16.7%
Female	37	35	94.6%	17.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	50	49	98.0%	10.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	15	14	93.3%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	10.3%
English Learners	23	23	100.0%	0.0%
Students with Disabilities	13	12	92.3%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/23/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.9%	32.9%	25.0%

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.

Last updated: 1/23/2017

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 (School Year 2016-17)

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 fundraisers. 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.

PTO: Gretchen Higgins Elementary Parent Teacher Organization (PTO) focuses on promoting a sense of community within our school. The mission is to provide support to our school and families. Becoming a member or volunteer means it will mean you are helping your child and our school! As a PTO member your attendance at our general meetings is not mandatory, but very welcomed. We encourage your attendance to assist us with coming up with new ideas to benefit our school. We offer many events for our students throughout the year that need volunteers. We appreciate all volunteers and many volunteer activities do not require a lot of time.

SSC: The School Site Council (SSC) plays a role in developing and recommending a school improvement plan and budget. The SSC consists of a total of 10 members who are parents, teachers and other school personnel. Members are elected by their peers and serve a two-year term. The SSC at Gretchen Higgins meets at least 4 times a year.

ELAC: The English Language Advisory Committee (ELAC) is a group of parents and teachers working to meet the needs of our second language learners. This committee strives to keep our parents informed, giving them a voice on issues that affect them and their students at Gretchen Higgins and in the Dixon Unified School District.

State Priority: Pupil Engagement

Last updated: 12/9/2016

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

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

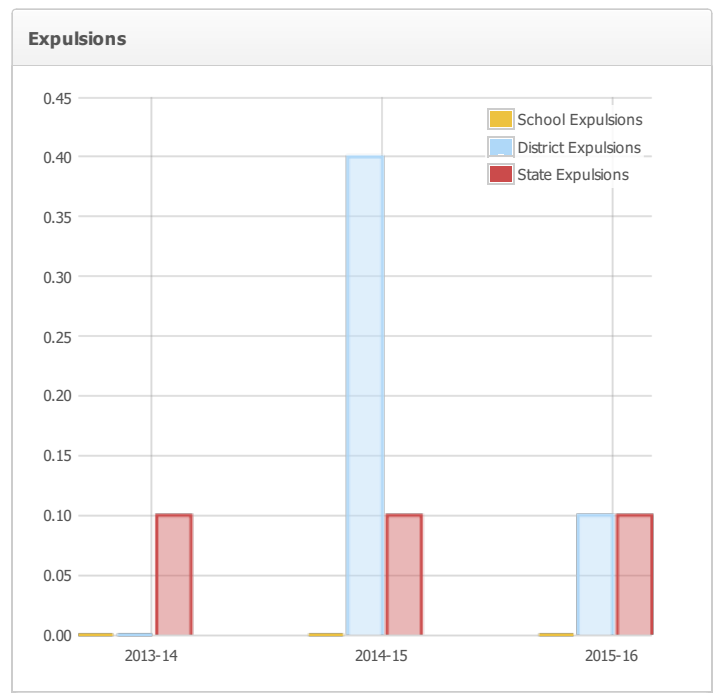
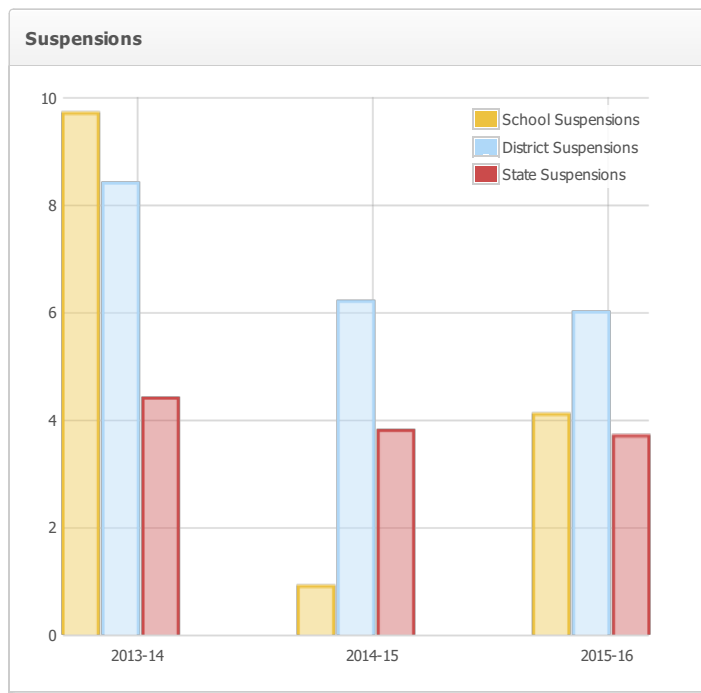
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.7	0.9	4.1	8.4	6.2	6.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.4	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

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 relieve 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 drill is held at least once a month and may occur at any time of the school day, this includes, but is not limited to fire, earthquake, evacuation and lockdown drills.

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 November 2016.

Last updated: 12/9/2016

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.

Federal Intervention Program (School Year 2016-17)

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	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	25.0	0	2	0	25.0	0	2	0				
1	21.0	1	2	0	27.0	0	2	0				
2	25.0	0	3	0	22.0	0	3	0				
3	25.0	0	3	0	25.0	0	3	0				
4	26.0	0	3	0	27.0	0	3	0				
5	27.0	0	3	0	29.0	0	3	0				
6	28.0	0	3	0	30.0	0	3	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/23/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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	0.5	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: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5630.0	\$122.0	\$5508.0	\$72694.0
District	N/A	N/A	\$6664.0	\$65325.0
Percent Difference – School Site and District	--	--	-17.4%	11.3%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-3.0%	7.9%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

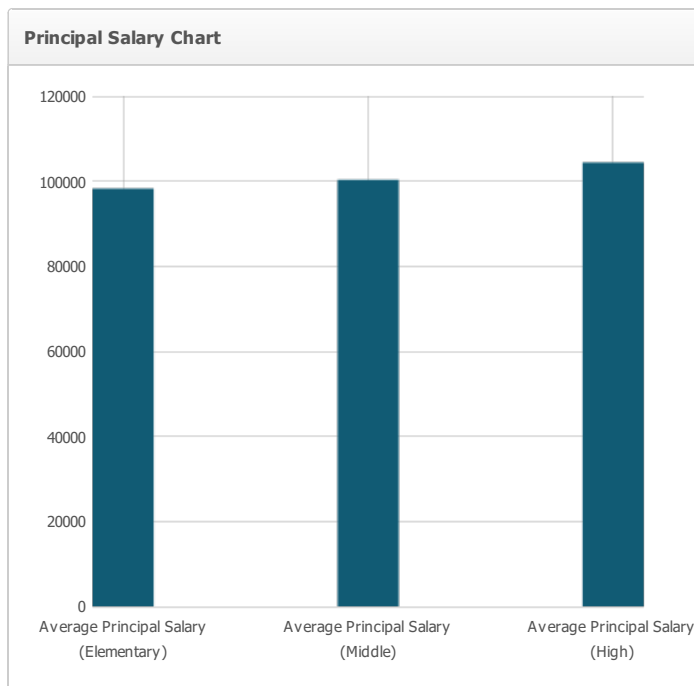
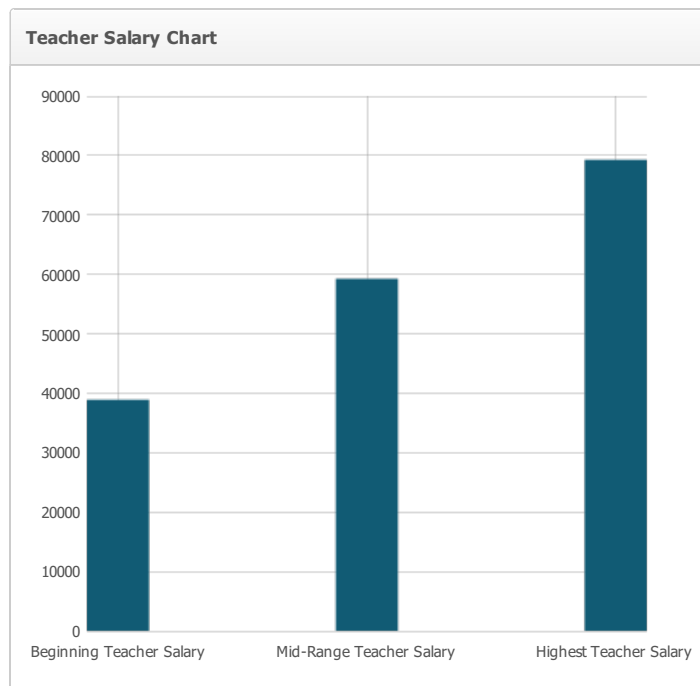
Gretchen Higgins receives Title I funding which provides support through additional staff for Intervention and ELD instruction as well as supplementary materials as needed to address student needs. Students may receive additional support through push-in or pull out instruction as well as additional classroom support from their homeroom 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: 12/9/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,903	\$42,063
Mid-Range Teacher Salary	\$59,262	\$64,823
Highest Teacher Salary	\$79,285	\$84,821
Average Principal Salary (Elementary)	\$98,259	\$101,849
Average Principal Salary (Middle)	\$100,325	\$107,678
Average Principal Salary (High)	\$104,397	\$115,589
Superintendent Salary	\$175,890	\$169,152
Percent of Budget for Teacher Salaries	41.0%	35.0%
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: 1/23/2017

Professional Development

Teachers receive professional development during Common Planning Time (CPT) on our early release Wednesdays. During this time, teachers collaborate in grade-level, site, or district groups to reflect upon student progress, data and plan for continued student learning.

Over the past year, we have focused on professional growth in the areas of english language development strategies, mathematics, student engagement strategies, and how to best meet the needs of all students through enrichment, reteaching and intervention. Our physical education teachers have attended a conference to align physical education standards to common core staff standards. Most of the professional developments are delivered in after school workshops through site and district level CPT. Finally, our certificated staff and support staff have also been trained in the Nurtured Heart Approach. It has become a powerful way of bringing inner wealth to all children while facilitating classroom success.

Support for teachers is provided through walk-through observations and feedback as well as teacher-principal meetings.

Last updated: 12/9/2016