Gretchen Higgins Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Gretchen Higgins Elementary School
Street	1525 Pembroke Way
City, State, Zip	Dixon, Ca, 95620-4115
Phone Number	707-693-6380
Principal	Martha Salazar, Principal
Email Address	msalazar@dixonusd.org
School Website	gh.dixonusd.org
County-District-School (CDS) Code	48705326120240

2021-22 District Contact Information

District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

2021-22 School Overview

Gretchen Higgins opened its doors in July of 2002. Our school is located in Dixon, a small town of about 19,300 in northern California. Our school is primarily a neighborhood school that also includes many outlying rural areas and the migrant center. The school is located on the north side of Dixon surrounded by many housing options including single-family homes, apartments, and townhouses. We are a Kindergarten through 5th-grade site with a great staff that has high expectations for all students! At Gretchen Higgins, we promote high academic success through high expectations and rigorous academic instruction. We encourage active student engagement by providing each student a diverse education in a safe, supportive and 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. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include the School Site Council (SSC), English Learner Advisory Council (ELAC) and Local Control Accountability Plan (LCAP). Our site's mission: In order for our students to be college and career ready, Gretchen Higgins, in collaboration with home and community, will provide a nurturing and rigorous academic environment.

About Our School
Gretchen Higgins Elementary School promotes high academic success through high expectations and high-quality instruction. Gretchen Higgins encourages active student engagement by providing each student with 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. W e strive to meet the needs of

2021-22 School Overview

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 acts 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 to close the achievement gap by preparing all students for college and career readiness and success in a global society. We are Huskies and pride ourselves on following our school-wide expectations of being Respectful, Responsible and Safe.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	77
Grade 2	66
Grade 3	49
Grade 4	72
Grade 5	53
Total Enrollment	391

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	3.6
Filipino	1.3
Hispanic or Latino	61.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.1
White	24.6
English Learners	24.8
Foster Youth	0.5
Homeless	8.2
Socioeconomically Disadvantaged	61.4
Students with Disabilities	13

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2019

Subject	Textbooks and Other 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) (Adopted 2017) Benchmark Advance (2nd - 5th grade) (Adopted 2017)	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Adopted 2015)	Yes	0.00 %
Science	Harcourt - California Science	Yes	0.00 %
History-Social Science	Pearson Scott Foresman - History-Social Science For California	Yes	0.00 %
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Gretchen Higgins is an eighteen-year-old school that meets or exceeds all state requirements on a school facility. The campus currently contains 26 permanent classrooms and 3 portable classrooms, a multipurpose room, library, computer lab, blacktop area and grass field for activities, two play structures, and an administration office. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have W IFI capabilities. Above and beyond the daily cleaning standards done by the custodial staff, the district schedules a thorough deep cleaning of classrooms on a regular basis. New security fencing allows the campus to be locked up during school hours and forces all visitor traffic to check in with the front office. There are no scheduled facility improvements.

Year and month of the most recent FIT report	August 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	170	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Male	78	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	109	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	28	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	170	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Male	78	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	109	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	28	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	172	166	96.5	3.5	39.7
Female	92	89	96.7	3.3	40.4
Male	80	77	96.2	3.8	35.1
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	13	13	100	0	23
Filipino	--	--	--	--	--
Hispanic or Latino	111	106	95.4	4.6	37.7
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	73	97.3	2.7	41.1
English Learners	44	42	95.4	4.6	9.5
Foster Youth	--	--	--	--	--
Homeless	41	41	100	0	29.2
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	105	97.2	2.8	33.3
Students Receiving Migrant Education Services	20	19	95	5	15.7
Students with Disabilities	28	27	96.4	3.6	14

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	NT	NT	NT	NT
Female	25	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	396	202	51.0
Female	203	197	102	51.8
Male	202	199	100	50.3
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	1	50.0
Black or African American	15	15	10	66.7
Filipino	6	6	2	33.3
Hispanic or Latino	253	245	131	53.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	17	16	7	43.8
White	96	96	42	43.8
English Learners	123	120	70	58.3
Foster Youth	4	4	4	100.0
Homeless	33	32	16	50.0
Socioeconomically Disadvantaged	247	244	143	58.6
Students Receiving Migrant Education Services	48	48	35	72.9
Students with Disabilities	60	58	34	58.6

C. Engagement	**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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.57	0.00	6.69	0.28	3.47	0.20
Expulsions	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.79	4.82	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Maintaining the safety and security of students and staff at Gretchen Higgins Elementary School is a priority in our daily operations and long-term planning. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while classified staff supervises students during recess and lunch periods. The Comprehensive School Safety Plan is in compliance with Senate Bill 187.

Yearly, the committee meets to review materials. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills, and campus intrusions. Specific instructions for staff and student response are outlined in the plan. All staff and students practice fire drills monthly and lockdown drills at least twice a year to reinforce the procedures outlined in our Safety Plan. Should such a situation arise, school staff will remain on duty to ensure the welfare of all Gretchen Higgins students until it is feasible and appropriate for parents and guardians to pick them up. The school maintains necessary first aid supplies in designated locations and these are inventoried and replaced each year.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	26		2	
2	24		3	
3	26		2	
4	21		2	
5	31		2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	21		3	
2	25		2	
3	24		3	
4	32		1	
5	31		1	
6				
Other	31		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	26		3	
2	22		3	
3	25		2	
4	31		2	
5	33			
6				
Other	30		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0
Social Worker	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6961	$425	$6535	$67698
District	N/A	N/A	$8,559.00	$67,931
Percent Difference - School Site and District	N/A	N/A	-26.8	-0.3
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-25.5	-12.9

2020-21 Types of Services Funded

Gretchen Higgins receives Title I Funding and the School Site Council approved the Single Plan for Student Achievement (SPSA) in August 2021. The SPSA included the following: funds to provide support through additional staff for Intervention and English Language Development instruction, Professional Development opportunities for staff, afterschool intervention tutoring, improvement of school climate and student behavior through Soul Shoppe and Positive Behavior Intervention and Supports (PBIS), Social-Emotional Learning (SEL) groups through Solano County Office of Education and supplementary materials and technology to provide additional support to the Common Core State Standards (CCSS). Our programs are adaptable to meet the needs of each child and student enrollment shifts as students achieve learning goals and others are identified to receive assistance.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,974	$48,119
Mid-Range Teacher Salary	$64,867	$74,665
Highest Teacher Salary	$86,402	$98,160
Average Principal Salary (Elementary)	$103,506	$118,542
Average Principal Salary (Middle)	$110,987	$125,068
Average Principal Salary (High)	$114,458	$133,516
Superintendent Salary	$187,101	$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Ongoing professional development of staff is an important part of improving our school programs and student achievement. Teachers have weekly collaboration time and at least three paid non-pupil professional development days throughout the school year and are encouraged to attend workshops and conferences both during the school year and during the summer months, paid for by the district. Professional Development at Gretchen Higgins Elementary School is currently focused on: math instructional practices, supporting English Language Learners, AVID implementation of practices, Next Generation Science Standards (NGSS), classroom management strategies to increase student engagement, technology integration, and administering and using online Benchmark/ Math data to inform instruction using IO.

These focus areas were selected in conjunction with the District's LCAP goals. All certificated and classified staff participate in trainings to support Social-Emotional Learning and Positive Behavior Intervention and Supports. For certificated and classified staff, we emphasize instructional strategies for diverse learners with a wide range of abilities. DUSD is also involved in the Teacher Induction Program which assigns new teachers with a mentor teacher. This program is a two-year mandatory program for all new beginning teachers. We understand the critical role that staff development plays in improving student achievement and we, as a community of learners, value learning at all levels.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	21	42	28

Dixon Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Dixon Unified School District

Phone Number	(707) 693-6300	
Superintendent	Brian Dolan	
Email Address	bdolan@dixonusd.org	
District Website Address	www.dixonusd.org	

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1484	525	35.38	64.62	35.38
Female	742	263	35.44	64.56	41.38
Male	742	262	35.31	64.69	29.34
American Indian or Alaska Native	--	--	--	--	--
Asian	14	8	57.14	42.86	--
Black or African American	34	9	26.47	73.53	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	335	35.60	64.40	26.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	30	33.33	66.67	44.83
White	376	131	34.84	65.16	53.08
English Learners	315	95	30.16	69.84	4.26
Foster Youth	--	--	--	--	--
Homeless	170	40	23.53	76.47	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	275	33.50	66.50	22.43
Students Receiving Migrant Education Services	91	33	36.26	63.74	12.12
Students with Disabilities	194	47	24.23	75.77	6.38

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1484	519	34.97	65.03	19.38
Female	742	259	34.91	65.09	20.62
Male	742	260	35.04	64.96	18.15
American Indian or Alaska Native	--	--	--	--	--
Asian	14	7	50.00	50.00	--
Black or African American	34	8	23.53	76.47	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	330	35.07	64.93	13.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	31	34.44	65.56	26.67
White	376	131	34.84		26.15
English Learners	315	94	29.84	70.16	1.08
Foster Youth	--	--	--	--	--
Homeless	170	36	21.18	78.82	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	269	32.76	67.24	11.65
Students Receiving Migrant Education Services	91	32	35.16	64.84	12.50
Students with Disabilities	194	47	24.23	75.77	4.35

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.