

Horicon Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Horicon Elementary School
Street	35555 Annapolis Rd.
City, State, Zip	Annapolis, CA 95412-9713
Phone Number	(707) 886-5322
Principal	Troy Sherman
E-mail Address	tsherman@horiconsd.org
Web Site	http://horiconesd.org/
CDS Code	49707636051809

District Contact Information	
District Name	Horicon Elementary School District
Phone Number	(707) 886-5322
Superintendent	Troy Sherman
E-mail Address	tsherman@horiconsd.org
Web Site	http://horiconesd.org/

School Description and Mission Statement (Most Recent Year)

Horicon Elementary School is a small, rural school district in the northwest corner of Sonoma County. The district is one of the largest geographically in the state and includes the coastal community of the Sea Ranch and Stewarts Point to the west; Annapolis and east along Skaggs Springs Road. Horicon has a population of 61 students. Our vision and goals strive for individual achievement, a nurturing community, and a safe environment that fosters learning. "Horicon students will be prepared for unlimited possibilities and able to compete in the 21st Century." There are 4 multi-graded classrooms. The community-based school operates from 8:30am until 3:00pm. A recreational preschool program operates three days a week. Horicon School has a part time speech and language therapist, an RSP program, and part time counselor. A school nurse comes once a month and the school psychologist is called as needed. There is an English Language Development program for our second language learners. The library manager provides a daily library program and there is an after school homework assistance and enrichment program. State adopted curriculum of "Imagine It!, for English Language Arts, and "EnVision, K-6", mathematics, and classroom instruction have supported increased overall achievement. Interventions for struggling students, as well as challenging all students to problem solve, justify their thinking, and accomplish advanced math are a strong instructional focus for staff. Students are exploring online learning through Dreambox, K-5 and Think, Through Math, 6th-8th, and Lexia Reading Core5. Science and Social Studies are taught with adopted curriculum, being there experiences and field trips, and enrichment classes. Art and Performing Arts is regularly integrated throughout the instructional program, and a school wide play in the spring involves all students and staff in providing a wonderful experience for the community.

District goals are:

Fiscal: The School District will be fiscally sound.

Student Achievement

All students will be at or above grade level in math and ELA.

All students will make academic progress as evidenced through state and local assessment measures.

Learning Environment: Students will have a safe and nurturing learning experience.

All students will demonstrate positive behavior supported by staff implementation of curriculum and the school discipline policy and procedures to eliminate bullying or harassment.

The School community promotes healthy lifestyles choices through physical activity and school nutritional guidance.

Facility: Facilities will be maintained to high standard and improvements made to maximize safety, longevity and aesthetics.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	11
Grade 1	7
Grade 2	9
Grade 3	11
Grade 4	7
Grade 5	6
Grade 6	4
Grade 7	10
Grade 8	1
Ungraded Elementary	
Total Enrollment	66

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.0
White	28.8
Two or More Races	3.0
Socioeconomically Disadvantaged	84.8
English Learners	47.0
Students with Disabilities	10.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6	5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 10/10/2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Good quality, current state adopted texts and instructional materials provided Grades K-5: McGraw Hill/SRA-Imagine It! Grades 6-8: Pearson Prentice Hall Scholastic English 3D	Yes	0%
Mathematics	Good quality, current state adopted texts and instructional materials provided ForesmanenVision" Grades 7-8: McDougal-Littel	Yes	0%
Science	Good quality, current state adopted texts and instructional materials provided Grades K-6: Foss Science Grades 7-8: Prentice Hall	Yes	0%
History-Social Science	Good quality, current state adopted texts and instructional materials provided Grades K-4: Scott Foresman Grades 5-6: McMillan/McGraw Hill Grades 7-8: TCI History Alive	Yes	0%
Foreign Language			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health			
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

Description of the safety, cleanliness, and adequacy of the school facility

The community passed a bond and built new classroom and district office buildings in 2004, adjacent to the community gym and two remaining modular instructional rooms. The school facility was found to be safe, clean, and adequate. The building is in good repair, with ongoing maintenance and improvement to the facility.

Description of any planned or recently completed facility improvements

The drinking fountain on the play ground is now functioning. Actually all water fountains on campus are working. Drainage and winter puddles continue to be problematic in the winter due to landscaping plans not completed which included drainage away from the library building. Lack of landscaping is resulting in playground hillside erosion, which could result in unstable base to the school courtyard area. There were shelves that were found not be mounted to floor and wall. Cast Iron septic pipes under the main office are showing signs of corrosion and routinely require flushing of solid waste to reduce unhealthy vapors in the building.

The five-year facility plan calls for exterior school painting in 2014-15, and flooring upgrades in 2015-16

Description of any needed maintenance to ensure good repair

By the end of summer, 2014, the library drainage issues will be mitigated in a supplemental water catchment system used to irrigate needed landscaping to control erosion. All shelves were mounted to either floor or wall for earthquake safety. Office space septic lines are being flushed monthly, and long term solutions are being investigated. The exterior of the gym and modular classrooms were painted in 2013-14, with the interior of the gym also painted. All exterior and trim to be painted summer of 2015

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/3/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces	[X]			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]			
Electrical: 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 Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[X]		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	14			14	50	40	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	50	33	48	50	33	54	56	55
Mathematics	48	30	29	48	30	29	49	50	50
History-Social Science				17	0	0	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		6	-79
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are involved in all aspects of the school. Parents and community members serve on the Board of Trustees. Parents serve on the School Site Council and District English Language Advisory Council (DELAC). The PTSA is the Parent-Teacher-Student-Association. Parents serve as drivers and chaperons for field trips, and volunteer for various building and maintenance projects on campus. Parents actively attend school events and family nights, support fundraisers throughout the year, and support their students to be successful.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	5.8	3.9	0.0	5.6	3.9	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Positive school culture and climate is supported through regular and consistent communication with students, parents and the community, and through instructional support through Character Education, Second Step and Mind Up curriculum. The monthly newsletter, The Buzz, keeps parents informed along with classroom letters and announcements. The staff is committed to communicating through the employees who speak Spanish, which includes aides, teachers, and the principal. The "Language Line" is a translation phone service used to communicate with Second Language Speakers. By using the "One- Call-Now" system, every parent is apprised of upcoming school events or announcements that are happening at school. The system sends out phone calls to all families, staff, and board members. The campus is kept physically safe and well maintained, and annually inspected using the William's Act Facility Inspection Tool. Students are well supervised by staff at all times. Bullying is kept to a minimum through parent contacts, staff trainings and through implementation of Second Step, Character Ed, and Mind up curriculum, as well as appropriate consequences for students when bullying does occur. Soul Shoppe is an integral part of the Horicon elementary program this year. We are using important tools taught to us by trainers of this program. We are educating our student body, our staff, and our parents and community members. We also have our one day a week counselor working with some of our at risk students as well.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	1	0	0	6	1			5	2		
1	0	1	0	0	9	1			7	1		
2					8	1			9	1		
3	0	1	0	0	8	1			11	1		
4					6	1			7	1		
5	0	1	0	0	4	1			6	1		
6					11	1			4	1		
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	Data provided by the LEA
Counselor (Social/Behavioral or Career Development)	.2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.78	---
Psychologist	0	---
Social Worker	0	---
Nurse	.05	---
Speech/Language/Hearing Specialist	.2	---
Resource Specialist	1.0	---
Other	0	---

Note: Cells with "----" 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	---	---		\$52,331
Percent Difference: School Site and District	---	---		
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---		

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,819	\$38,970
Mid-Range Teacher Salary	\$56,026	\$56,096
Highest Teacher Salary	\$71,095	\$71,434
Average Principal Salary (Elementary)		\$91,570
Average Principal Salary (Middle)		\$97,460
Average Principal Salary (High)		\$99,544
Superintendent Salary	\$110,000	\$107,071
Percent of Budget for Teacher Salaries	22	36
Percent of Budget for Administrative Salaries	0	7

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

Professional Development

In 2013-14, the professional development days looked at student achievement, planning, and technology. The school continued to look at bully behavior and programs that could address it.

For the past three years teachers have used part of one professional planning day to design and organize for the annual school play, involving students in every aspect of visual and performing arts.

In 2014-15, professional development days are dedicated to continued analysis of student achievement, instructional planning, and use of innovative technology and online resources to implement the new Common Core Standards. A strong focus is also on eliminating bully behavior, supported through improving school culture and climate with training on effective communication and collaboration with the purchase of Soul Shoppe program. School had several days of staff development emphasizing anti bully behavior and allowing parents to participate in the training. We plan on using this curriculum with our students for the upcoming years. The staff continues to search for a good health curriculum.