

Horicon Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

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	www.horiconesd.org
Grades Served	K-8
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 48 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. A music program is delivered once a week to all grade levels. All students are introduced to music history and playing a variety of instruments. 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 2014-15)

Grade Level	Number of Students
Kindergarten	5
Grade 1	8
Grade 2	8
Grade 3	7
Grade 4	7
Grade 5	8
Grade 6	4
Grade 7	4
Grade 8	10
Total Enrollment	61

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.9
Hispanic or Latino	72.1
White	23
Socioeconomically Disadvantaged	98.4
English Learners	49.2
Students with Disabilities	16.4
Foster Youth	3.3

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5	6	6
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	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/13/15

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 adopted 2008	Yes	0%
Mathematics	Good quality, current state adopted texts and instructional materials provided ForesmanenVision" Grades 7-8: McDougal-Littel adopted 2012	Yes	0%
Science	Good quality, current state adopted texts and instructional materials provided Grades K-6: Foss Science Grades 7-8: Prentice Hall adopted 2007	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following: Taken to the board for approval on Monday November 9th.

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 to 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

A new washer and dryer was purchased for the school to provide clean towels and rags for both our custodial and kitchen staff. New refrigerators will be purchased for our kitchen staff to replace our very outdated refrigerators that are in place currently.

The summer of 2016 will include exterior painting and replacement of carpets in identified classrooms. The school will be purchasing a new school van as the old van is becoming a safety issue. There will also be upgrades to the water system including fixing the fire pump in the fire prevention room.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/2/2015				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/2/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/2/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	17	17	44
Mathematics	8	8	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	7	7	100.0	--	--	--	--
	4	7	6	85.7	--	--	--	--
	5	7	7	100.0	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	3	60.0	--	--	--	--
	8	9	9	100.0	--	--	--	--
Male	3	7	4	57.1	--	--	--	--
	4	7	3	42.9	--	--	--	--
	5	7	5	71.4	--	--	--	--
	7	5	2	40.0	--	--	--	--
	8	9	4	44.4	--	--	--	--
Female	3	7	3	42.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	7	3	42.9	--	--	--	--
	5	7	2	28.6	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	1	20.0	--	--	--	--
	8	9	5	55.6	--	--	--	--
American Indian or Alaska Native	8	9	1	11.1	--	--	--	--
Hispanic or Latino	3	7	4	57.1	--	--	--	--
	4	7	6	85.7	--	--	--	--
	5	7	4	57.1	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	3	60.0	--	--	--	--
	8	9	7	77.8	--	--	--	--
White	3	7	3	42.9	--	--	--	--
	4	7	0	0.0	--	--	--	--
	5	7	3	42.9	--	--	--	--
	7	5	0	0.0	--	--	--	--
	8	9	1	11.1	--	--	--	--
Socioeconomically Disadvantaged	3	7	7	100.0	--	--	--	--
	4	7	6	85.7	--	--	--	--
	5	7	7	100.0	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	3	60.0	--	--	--	--
	8	9	9	100.0	--	--	--	--
Students with Disabilities	3	7	1	14.3	--	--	--	--
	4	7	1	14.3	--	--	--	--
	5	7	1	14.3	--	--	--	--
	7	5	1	20.0	--	--	--	--
	8	9	1	11.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	7	7	100.0	--	--	--	--
	4	7	6	85.7	--	--	--	--
	5	7	7	100.0	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	4	80.0	--	--	--	--
	8	9	9	100.0	--	--	--	--
Male	3	7	4	57.1	--	--	--	--
	4	7	3	42.9	--	--	--	--
	5	7	5	71.4	--	--	--	--
	7	5	2	40.0	--	--	--	--
	8	9	4	44.4	--	--	--	--
Female	3	7	3	42.9	--	--	--	--
	4	7	3	42.9	--	--	--	--
	5	7	2	28.6	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	2	40.0	--	--	--	--
	8	9	5	55.6	--	--	--	--
American Indian or Alaska Native	8	9	1	11.1	--	--	--	--
Hispanic or Latino	3	7	4	57.1	--	--	--	--
	4	7	6	85.7	--	--	--	--
	5	7	4	57.1	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	4	80.0	--	--	--	--
	8	9	7	77.8	--	--	--	--
White	3	7	3	42.9	--	--	--	--
	4	7	0	0.0	--	--	--	--
	5	7	3	42.9	--	--	--	--
	7	5	0	0.0	--	--	--	--
	8	9	1	11.1	--	--	--	--
Socioeconomically Disadvantaged	3	7	7	100.0	--	--	--	--
	4	7	6	85.7	--	--	--	--
	5	7	7	100.0	--	--	--	--
	6	3	3	100.0	--	--	--	--
	7	5	3	60.0	--	--	--	--
	8	9	9	100.0	--	--	--	--
Students with Disabilities	3	7	1	14.3	--	--	--	--
	4	7	1	14.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	5	7	1	14.3	--	--	--	--
	7	5	1	20.0	--	--	--	--
	8	9	1	11.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	59	60	56

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.

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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). . Parents serve as drivers and chaperones 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. Parent also give their feedback on the LCAP Horicon family survey which gives the schools direction on upcoming programs and events. This survey is given on a family night designated for LCAP. Horicon has the capability to use the phone system to survey parents but has not done so in years past.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.80	3.95	0.00	5.63	3.95	0.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Horicon School safety plan was updated and approved by the board last Spring of 2015. Positive school culture and climate is supported through regular and consistent communication with students, parents and the community, and through instructional support through our Soul Shoppe and Second Step 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. Fire drills are performed every month at different times of the day to prepare the students and staff for any emergency. Bullying is kept to a minimum through parent contacts, staff trainings and through implementation of our Soul Shoppe 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, our parents and community members. We also have our one day a week counselor working with some of our at risk students as well. The counselor provides one to one as well as group counseling.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	6	1			5	2			5	1		
1	9	1			7	1						
2	8	1			9	1						
3	8	1			11	1			6	1		
4	6	1			7	1			7	1		
5	4	1			6	1			8	1		
6					4	1			4	1		
Other									9	2		

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	2012-13				2013-14				2014-15			
	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 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.78	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	1.0	N/A
Other	0	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$26,038	\$20,368	\$ 5,634	\$58,639
District	N/A	N/A		\$57,871
Percent Difference: School Site and District	N/A	N/A		1.3
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	-100.0	-0.9

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

Types of Services Funded (Fiscal Year 2014-15)

Horicon Elementary School provides an after school program to assist our struggling and most needy students. The volunteer group is trained in reading instruction and helps our students with both reading fluency and reading comprehension. It is offered twice a week after school to up to 30 students. A variety of campus field trips are provided to enrich the student's learning experience. Some of the destinations included Point Arena Theatre, Gualala coastline and Yosemite National Park. Our students reap the benefits of being in a small school setting and taking advantage of a variety of education field trips for educational enrichment. ELL students also receive additional language development with a credentialed teacher during the instructional day. Music is taught once a week to students k-8. Students perform both instrumental and singing ensemble during the spring play.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,819	\$39,948
Mid-Range Teacher Salary	\$56,026	\$57,401
Highest Teacher Salary	\$71,095	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$110,000	\$112,657
Percent of Budget for Teacher Salaries	21%	35%
Percent of Budget for Administrative Salaries	8%	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 (Most Recent Three Years)

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.

In 2015-16 the entire Horicon staff spent a day learning the schoolwide discipline plan from Soul Shoppe. The school wide implementation was put into place during the Fall of 2015. Training was also given to our staff on the Peace Pal program which instills the 6-8 grade children in solving conflict on our playground. One day was given to our school calendar and curriculum planning. Another staff development days was used to develop and implement a new report card for the school. Horicon adopted a new report card this year and both the administration and teachers have had to spend numerous hours learning the new program. The Horicon student information system, Schoolwise, had provided the template and program our teachers use to report grades this year.