

Horicon Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

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
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 (School Year 2016-17)

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 Stewart's 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. The program is run by Action Network of Gualala. Horicon School has 6 fully credentialed teachers (there is job share in 2/3 combo class). Horicon 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. There is an after school homework assistance and enrichment program that meets on Tuesdays and Wednesdays to assist students who are struggling academically.

State adopted curriculum of National Geographic "Reach for Reading" for k-5 and Houghton Mifflin "California Journeys 7-8 have given our teachers new focus and teachers have been using new strategies in their classrooms that were learned in our 2 day implementation staff development. We continue to focus on our ELL students and what intervention strategies will be successful in using the new L.A. curriculum. We continue to make small increments of improvement but still many students have struggled with common core standards. Interventions for struggling students, as well as challenging all students to problem solve, justify their thinking, and accomplish advanced curriculum problems are a strong instructional focus in all classrooms. Students are exploring online learning through Cengage (computer software for new ELA curriculum) and Lexia Reading Core5 which assesses current reading levels. We currently have Science and Social Studies curriculum that are taught with older adopted curriculum however changes will be in the years to come as new science and social science curriculum will be developed. A music program is delivered once a week to all grade levels. All students are introduced to music history, singing and playing a variety of instruments. Art is offered once a week to all students 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. We currently are in a relationship with Soul Shoppe and they have provide 3 wonderful years of service to our kids, parents and staff. Soul Shoppe gives the kids strategies work out their problems, deal with bullying and follow school rules. Horicon is California's best kept secret only 7 miles inland from the Pacific Ocean.

2016-17 School District Goals:

1. Student Achievement:
 - a. All students will be at or above grade level in math, reading and writing (ELA).
 - b. All students will make academic progress as evidenced by multiple measures, including: California standardized tests and the CELDT or current ELD assessment. Local measures developed and agreed upon by faculty and the Board of Trustees
2. All English Learners will progress in learning English, increasing CELDT levels or current ELD assessment, annually.
3. Learning Environment:
 - a. Students will have a safe and nurturing educational experience enhanced by character development programs and enrichment activities.
 - b. High quality staff will be recruited, retained and trained to meet current and future district needs.
 - c. Parents and community will be utilized to support and enrich the students' experiences.
4. Facility: Facilities will be maintained to high standards and improvements made to maximize safety, longevity and aesthetics.
5. Fiscal: The School District will remain fiscally sound.

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	5
Grade 2	9
Grade 3	5
Grade 4	5
Grade 5	7
Grade 6	7
Grade 7	2
Grade 8	3
Total Enrollment	47

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0
White	23.4
Two or More Races	4.3
Socioeconomically Disadvantaged	93.6
English Learners	57.4
Students with Disabilities	14.9
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	6	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	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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 2015-16)

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 2016-17)

Year and month in which data were collected: 10/25/16

Horicon chose National Geographic/Cengage Reach for Reading k-5 and Houghton Mifflin grade 7/8 California Journeys as our Language Arts program. Horicon school will look to adopt a new math program for the 2017-18 school year and will be making decisions on both science and social science over the next couple of years. Currently, most science and social science curriculum in our primary grades are pulled from outside vendors and our current Language Arts program (National Geographic)

Subject	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-6: National Geographic/Cengage Reach for Reading Grades 7-8: Houghton Mifflin California Journeys 2016	Yes	0%
Mathematics	Good quality, current state adopted texts and instructional materials provided Foresman EnVision" k-5 Grades 6-8 McDougal-Littel adopted 2012	No	0%
Science	Good quality, current state adopted texts and instructional materials provided Grades K-6: Foss Science, online programs Grades 7-8: Prentice Hall adopted 2007	No	0%

Subject	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-5 Scott Foresman Grades 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 October 10th

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

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.

Every water fountain on campus with one exception 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. Some hot water heaters needed to be replaced and were taken care of prior the end of October. Currently we are under the care of Skeptic Septic for our bi annual check ups on our septic system. They keep us compliant. We are still under the care of Water One to maintain our water system. The current Maintenance director has passed his two licensing tests so in theory he can take over however we are having him work with Water One and will gradually be taking over as water plant manager. The five-year facility plan calls for exterior school painting which was cancelled this past summer. There is a need to take out the carpet in the old computer lab room and finish with carpet replacement in 4th/5th and 6/7/8 classrooms. We have decreased our electric bill to almost nothing after installing solar panels on campus.

Description of any needed maintenance to ensure good repair

A new refrigerator was purchased this past Fall to replace our very outdated refrigerator. Two new convection ovens have been purchased to replace the old oven that was becoming a safety hazard. Both of the items aforementioned had too many fix it calls so we made the decision to purchase the new items. Cafetorium floor was stripped and waxed this past summer (it had been YEARS since that had been done correctly) The floor is beautiful.

The summer of 2017 will include exterior painting and replacement of carpets in identified classrooms. A school van was purchased late last year to replace the old van due to safety reasons.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/10/16				
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			carpets need to be replaced in 2 more rooms

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/10/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			we still have our drinking fountain on the outdoor basketball court that does not work. We would need to dig up everything to get this fixed. Maintenance fixed a loose handle to one of the boys urinals. Replaced water heaters in two bathrooms.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Painting needs to be done on the trim around the whole school

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/10/16				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	22	17	22	44	48
Mathematics	8	6	8	6	34	36

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	30	--	--	30	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	12	10	83.3	30.0
Socioeconomically Disadvantaged	11	9	81.8	22.2

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

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

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 (School Year 2016-17)

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 need to 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. All correspondence from school is written in Spanish and in English. We always have a translator at our parent nights so our Spanish speaking families can communicate their ideas and concerns. We still struggle attaining good attendance at all of our parent involvement events.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.0	0.0	3.3	4.0	0.0	3.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Horicon School safety plan was updated and approved by the board in Spring of 2015 but will be reviewed in March 2017. (The state has now requested that we update this plan every year compared to every 2 years prior) The current Wellness plan was adopted by our board last year and was approved by our School site council. Positive school culture and climate is supported through regular and consistent communication with students, parents and the community, and through instructional support from Soul Shoppe . The monthly newsletter, The Buzz, keeps parents informed with current calendars and announcements. We have one staff member who can translate by phone or in person when talking with our Spanish speaking parents. By using the "One- Call-Now" system, every parent is apprised of upcoming school events or announcements of what is going on at school. The supt/principal sends out the English version then our Spanish speaking employee sends a call out to our Spanish speaking only families. 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 training and through implementation of our Soul Shoppe curriculum. There are appropriate consequences for students when bullying does occur. Soul Shoppe is an integral part of the Horicon Elementary 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 2 day a week counselor working with some of our at risk students, as well. The counselor provides one to one counseling and provides 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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	5	2			5	1			5	1		
1	7	1										
2	9	1										
3	11	1			6	1			6	1		
4	7	1			7	1			7	1		
5	6	1			8	1			8	1		
6	4	1			4	1			4	1		
Other					9	2			9	2		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	Data provided by the LEA
Counselor (Social/Behavioral or Career Development)	.4	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	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 2014-15)

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	\$ 5,634	\$56,225
Percent Difference: School Site and District	N/A	N/A		4.3
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	-100.0	-3.8

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

Types of Services Funded (Fiscal Year 2015-16)

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 educational 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,924	\$41,085
Mid-Range Teacher Salary	\$56,746	\$59,415
Highest Teacher Salary	\$74,235	\$75,998
Superintendent Salary	\$110,000	\$116,069
Percent of Budget for Teacher Salaries	20%	33%
Percent of Budget for Administrative Salaries	7%	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)

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 day 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.

In 2016-17 the teachers and para professionals attended a two day staff development on the implementation of the new Language Arts program, National Geographic. There is a third day scheduled for January 18th to discuss our implementation and next steps. We plan to choose a new math program next year. The company that we choose for our math program will provide us staff development on its implementation of common core math.