

Innovative Horizons Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2022-23 School Contact Information

School Name	Innovative Horizons Charter School
Street	1461 North "A" Street
City, State, Zip	Perris, CA 92570
Phone Number	(951) 657-0728
Principal	Andrew Candelaria
Email Address	andrew.candelaria@perrisesd.org
School Website	https://www.perrisesd.org/Domain/10
County-District-School (CDS) Code	33671996105571

2022-23 District Contact Information

District Name	Perris Elementary School District
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
Email Address	ksolorzano@perrisesd.org
District Website Address	www.perrisesd.org

2022-23 School Overview

Mission Statement

We, the parents, and staff, in partnership, will inspire our students with a rigorous, comprehensive standards-based academic foundation, fostering innovation, creativity, and critical thinking while incorporating visual and performing arts, technology, and athletics. Our unique program will develop a strong sense of connectedness and responsibility for the world, our community, and each other.

Vision Statement

Innovative Horizons Charter School is a dependent charter within the Perris Elementary School District, serving students in grades K-8. We believe that innovation, imagination, and invention are some of the skills we must teach our students to prepare them to be successful in the 21st century. Through rigorous standards based instruction, we are able to successfully integrate AVID Schoolwide, Project Based Learning opportunities, Visual and Performing Arts, Technology, and Athletics. We value the involvement of our parents and ask all parents to commit to 40 hours of volunteer time each year. Collectively, we are preparing our students to take their place in a global society.

Schoolwide programs that currently exist and align with the school's Vision and Mission Statement are as follows:

AVID

IHCS has taken the innovation philosophy to the next level with school-wide AVID implementation. By using our AVID knowledge and strategies to transform our Instruction, Systems, Leadership, and Culture. By focusing, developing, and enhancing these four areas, we are ensuring college readiness for all of our students. Being the only school within our district to take on a K-8 AVID School-wide program, each grade span is excited and dedicated to take our AVID program and focus on specified areas for improvement, to include: building parent communication and awareness, an organization for all students, collaboration, and most importantly, tie in all elements of WICOR, making our students professionals and committed to their educational needs.

Project-Based Learning Opportunities

Project-Based Learning (PBL) provides opportunities for teachers and students to work in an interdisciplinary way. Grade level teams develop and design projects such as Chef in the Classroom, Health Fair, Invention Fair, Force/Balance/ Motion Roller

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Coaster Project, and Cornell Project Feeder Watch. Once the PBL is completed, students publicly present the project. In turn, students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Visual And Performing Arts

The Arts provides students with multiple ways of exploring, forming, expressing, communicating, and understanding their own and others' ideas and feelings. The Arts provides students with the skills necessary to express themselves in multiple ways; visually, aurally, verbally, and non-verbally. IHCS believes the arts have both an intrinsic and extrinsic value and that it provides a unique connection between people both past and present. Additionally, IHCS recognizes that the Arts provide multiple ways for communicating, gaining knowledge, and understanding others' thoughts, feelings, and perspectives. Visual And Performing Art courses change each year. The following are former or current VAPA courses offered to 6th-8th grade students:

*Art: Students learn various artistic skills like sketching, painting, clay work, paper projects, glass staining and more.

*Fashion Design-This course introduces drawing of the fashion figure and develops relationships of design to clothing. Included is the application of the elements and principles of the visual arts, a study of historical and contemporary visual arts as they relate to fashion design from a worldwide perspective.

*Media Production-Students study the techniques of television, film, and/or video production. Instruction includes history of the media, its technology, and its art.

*Introduction to Guitar- Students learn the basics of reading music and how to play a specific instrument.

*Drama- The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, and theater history.

*Band-Students learn proper individual and band instrument techniques and receive standards-based sequential music.

*Painting-Students learn the foundations of painting in a variety of media and techniques or may concentrate in one media such as watercolor, oil, painting, or acrylics. The course emphasizes observation, interpretation of the visual environment, as well as drawing from the imagination.

*Dance-This course studies dance as a communicative art. It includes dance technique, choreography, and production. Students may experience more than one dance form (jazz, modern, or others).

The IHCS visual arts program services all K-5 students one to two times per week. Middle school students meet daily from Monday to Thursday as an elective course. The visual arts curriculum helps students understand how media, technique and process are used to create works of art; how artworks are structured; how art has a variety of functions; how to identify, analyze and select subject matter, symbols and ideas for personal/cultural expression; how historical and cultural contexts provide meaning for works of art, and how to assess the merits of their own artworks and the artworks of others.

When participating in the IHCS music ensembles, students learn to appreciate music from various cultures. Their concert music includes selections from 'classical' music, folk tunes, and modern popular music. Through these music ensembles, students learn to value public performance and the music of various genres.

4th Grade Choir

Students in the 4th grade choir learn the basics of good vocal tone production, singing together and in groups, and the technique of reading rhythmic and melodic notation. Students perform 1 to 2 times a year for their family, friends, and peers.

5th Grade Band

Students in the 5th grade band learn the basic techniques of playing various wind instruments (Flute, Clarinet, Saxophone, Trumpet, Trombone, etc.), and the technique of reading rhythmic and melodic notation. Students perform 1 to 2 times a year for their friends, family, and peers.

6th-8th Grade Band

There are two middle school bands at the middle school level. In each band, students learn to master their instruments while rehearsing music for their various concerts throughout the school year. These concerts include our annual winter and end of the year concerts, as well as various performances for the community and beyond.

IHCS Marching Mariners

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During the first half of the school year any 6th through 8th grade students enrolled in a band class can participate in the marching band. Students meet outside of regular school hours to rehearse their music and the techniques of marching. All students in the marching band participate in the City of Perris' Veteran's Day and Christmas parade.

"Innovative Horizons Charter School will not only work to instill an educational confidence in students, but a prolonged personal confidence in ALL students."

Mr. Andrew Candelaria, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	85
Grade 2	93
Grade 3	96
Grade 4	99
Grade 5	99
Grade 6	94
Grade 7	120
Grade 8	121
Total Enrollment	885

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	4.0
Filipino	0.0
Hispanic or Latino	93.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	2.4
English Learners	43.8
Foster Youth	0.1
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	78.9
Students with Disabilities	6.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.70	89.73	252.60	95.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	41.00	100.00	263.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Williams Act legislation requires that there should be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

Year and month in which the data were collected

September 8, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders California (Adopted in 2016) Kinder-5th Houghton Mifflin Harcourt: StudySync (Adopted in 2018) 6th-8th	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-8th	Yes	0
Science	Twig Education: Twig Science (Adopted in 2022) Kinder-5th Accelerate Learning: STEMScopes (Adopted in 2022) 6th-8th	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006) Kinder-5th TCI History Alive! The Ancient World (Adopted in 2011) 6th Grade TCI History Alive! The Medieval World and Beyond (Adopted in 2011) 7th Grade TCI History Alive! The United States Through Industrialism (Adopted in 2012) 8th Grade	Yes	0
Visual and Performing Arts	Pearson/Silver Burdett Making Music (Adopted in 2011)	Yes	0

School Facility Conditions and Planned Improvements

Innovative Horizons Charter School, formerly known as Nan Sanders Elementary School, was built in 1985. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

12/04/2022 - 12/04/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 11: 4: The sink Counter is in poor condition 1 cracked ceiling tile Room 4 : 4: The sink countertop is in poor condition Room 5: 4: The sink countertop is in poor condition Room 8 :

School Facility Conditions and Planned Improvements

			4: The sink countertop is in poor condition Room 9 : 4: The sink countertop is in poor condition 7: 3 ballast out
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Room 01 7: 1 light ballast out Room 10: 7: 2 ballast out Room 12: 7: 3 ballast are out Room 13: 7: 1 ballast out Room 15: 7: 2 ballast out Room 9 : 4: The sink countertop is in poor condition 7: 3 ballast out
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		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	16	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	605	603	99.67	0.33	33.50
Female	297	296	99.66	0.34	36.15
Male	308	307	99.68	0.32	30.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	20.83
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	565	563	99.65	0.35	33.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	14	14	100.00	0.00	42.86
English Learners	247	247	100.00	0.00	17.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	503	503	100.00	0.00	31.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	36	100.00	0.00	13.89

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	605	602	99.50	0.50	12.79
Female	297	296	99.66	0.34	9.12
Male	308	306	99.35	0.65	16.34
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	24	23	95.83	4.17	4.35
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	565	563	99.65	0.35	12.97
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	14	14	100.00	0.00	14.29
English Learners	247	247	100.00	0.00	8.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	503	502	99.80	0.20	12.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	35	97.22	2.78	2.86

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.38	NT	17.5	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	210	99.06	0.94	12.38
Female	109	108	99.08	0.92	12.04
Male	103	102	99.03	0.97	12.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	198	196	98.99	1.01	12.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	80	80	100	0	5
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	171	100	0	11.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100	0	15.38

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	99%	97%	97%
Grade 7	93%	100%	100%	100%	98%

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.

2022-23 Opportunities for Parental Involvement

Parents are the primary socialization and founding facilitators of attitudes and behaviors related to academic perseverance. During our first parent meeting, we provide information about the importance of parent involvement. We inform parents that when they are involved in their student's school and school activities, students tend to have fewer behavior problems, are academically more successful, attend school regularly, have better social skills, and are more likely to complete high school and go on to post-secondary education. We also inform parents that when parents are active participants in their student's education, it boosts a child's perceived level of competence and autonomy, offers a sense of security and connectedness, and helps internalize the value of education and performance. At IHCS, we are committed in practicing and maintaining a positive, approachable, and clear interaction through a variety of structural approaches among all parents.

IHCS provides multiple opportunities and invites parents to assist in the education of their students at the school site and at the district level. The School Advisory Council (SAC), English Language Advisory Committee (ELAC), California Association for Bilingual Education (CABE), District Language Advisory Committee (DLAC), and District Parent Advisory Committee (DPAC)—are all weekly or monthly meetings that parents are welcome to attend. In creating the School Plan for Student Achievement (SPSA) and the charter's Local Control and Accountability Plan (LCAP), SAC parent committee members and an ELAC parent representative are involved in the process. IHCS also encourages parents to volunteer 40 hours each school year. Volunteer hours can be accomplished in a number of ways, from hands-on assistance in the classroom to taking their children on an educational field trip to helping out in the teacher workroom. Parents also have the opportunity to participate in numerous art performances, committees, and athletic events.

During the pandemic, Coffee with the Principal has been revised from a monthly meeting to being held on a weekly basis. Additionally, weekly newsletters are emailed to parents. The newsletters include information on upcoming events and celebrations. Additionally, important team members like the Academic Coach, grade level leads, the counselor, and several other departments will contribute small written pieces to the newsletter.

*For parent involvement opportunities, please contact the front office at (951) 657-0728.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	912	891	342	38.4
Female	437	428	157	36.7
Male	475	463	185	40.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	37	36	8	22.2
Filipino	0	0	0	0.0
Hispanic or Latino	848	829	321	38.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	21	20	10	50.0
English Learners	396	390	166	42.6
Foster Youth	1	1	1	100.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	788	773	303	39.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	63	27	42.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.26	0.96	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.17	0.02	2.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0.00
Female	1.83	0.00
Male	6.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.51	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.89	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	3.54	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

2022-23 School Safety Plan

*Safety Plan

This plan is shared with staff at the beginning of each school year. The safety plan includes disaster procedures and procedures for safe entry and exit of students. IHCS also implements specific safety policies outlined within the Parent and Student Handbook. Such policies include procedures for serious disciplinary problems, child abuse reporting procedures, school dress codes, and/or school discipline policies. We update our school safety plan annually. The 2022/2023 Safety Plan has been completed.

*Environment

The safety of students, staff, and property is a high priority. The campus is fully fenced and locked when school is not in session. A fence separates the kindergarten and first-grade play area from the other students' playground. Visitors must sign in and out using the Raptor system. The Raptor System improves school safety by verifying all persons entering the campus are authorized to do so. The office staff scans the identification card and once the visitor has been cleared, a badge with the name, picture, and destination of the visitor will be printed for the visitor to wear while on campus.

*Supervision

To further ensure students are safe at all times, Supervision Aides are assigned to outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal, school staff members implement specific school-building security procedures. In addition, the District Safety Coordinator supports schools by reviewing and disseminating safety requirements and information and coordinating safety-related services.

*Disaster Preparedness

Fire drills are held monthly and earthquake drills are held at least four times a year. To promote the importance of earthquake preparedness, IHCS participates in the annual Great Shakeout. A disaster plan is in place and reviewed with the staff 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.

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	24		4	
1	24		4	
2	24		4	
3	23		4	
4	26	1		2
5	30		3	
6	26	10	13	2

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	18	4		
1	24		4	
2	24		4	
3	25		4	
4	32		2	
5	32		2	1
6	26	6	11	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	3	1	
1	21	2	2	
2	23		4	
3	24		4	
4	33		1	1
5	33		1	1
6	26	7	16	2

2021-22 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	885

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	11279	9719	1560	80499
District	N/A	N/A	11129	89492
Percent Difference - School Site and District	N/A	N/A	-150.8	-10.6
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-123.5	-5.0

2021-22 Types of Services Funded

*Funds are allocated each year through the school's LCAP and SPSA. Recent services funded include increased educational technology (hardware and software), allocation of additional instructional aides, and provisions for Supplemental Educational Services for students needing extra support. These allocations are discussed and approved yearly by the School Advisory Council at Innovative Horizons.

*Types of Services Funded (School Year 2022-2023)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

*Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 50% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, interventions, parental involvement, personalization and support for students with at-risk behaviors.

*Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, and achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

*LCFF

Local Control Funding Formula was enacted in 2013. It is a state categorical program that provides supplemental funds calculated based on student demographic factors. Use of LCFF Supplemental Concentration/0702 funds are decided at the school level and are administered through the Single School Plan as approved by the School Advisory Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials, supplemental resource teachers, the operation of the English Language Advisory Committee (ELAC) as well as the operation of California Association for Bilingual Education (CABE) Parent Workshops.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,173	\$51,591
Mid-Range Teacher Salary	\$90,056	\$79,620
Highest Teacher Salary	\$116,308	\$104,866
Average Principal Salary (Elementary)	\$134,548	\$131,473
Average Principal Salary (Middle)		\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$248,955	\$205,661
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

To align with Perris Elementary School District expectations, IHCS supports the presence of student resources in the form of focus walls. Professional development includes presentations at the beginning of the year, during staff meetings, and a voluntary non-school day. Administration and the academic coach also provides additional support and training to new teacher and returning teachers throughout school year to ensure implementation of purposeful focus walls to support student achievement.

Additional professional development is provided during staff meetings during the school year in order to continue to support the implementation of the California standards with an additional focus on California standards writing process. Evidence for professional development for instruction in writing was determined by the writing scores on district summative and state testing cluster data. Administration and the academic coach provide continued support for implementation through demonstration lesson, lesson planning, and collaborative conversations with teachers and grade level teams.

In order to support Innovative Horizons Charter School's new teachers, additional professional development is offered in areas determined critical for teacher instructional success and student achievement success. Trainings are scheduled once a month after school and support continues through grade level professional learning communities, lessons, and planning opportunities with academic coach.

The following are PD's offered to new teachers:

Professional Development provided by the district:

- District New Teacher Training 8/2/22
- District Essential Standards and Inquiry ELA PD 8/4/22
- District Essential Standards and Inquiry Math 8/5/22
- District Lexia English PD 8/26/22
- District MTSS Module 1 8/26/22
- District MTSS Module 2 9/26/22
- District TWIG Science Training 8/31/22
- District MTSS in ELA Module 3 10/7/22
- District Training with Regina Owens from Solution Tree 10/14/22
- District Active Shooter Training 10/21/22
- District Lexia English PD 11/4/22
- District MTSS in ELA Module 4 12/9/22

In addition to District Professional Development Opportunities listed above, the opportunities listed below are specific to our staff at IHCS:

- IHCS New Teacher training with Dr. Cortez 8/3/22
- IHCS Focused Notes Training 9/23/22
- IHCS RCOE Math Training 9/23/22
- IHCS Chad Dumas PLC Training Solution Tree Part 1
- IHCS Costa's Level Training 10/13/22
- IHCS Dreambox 10/28/22
- IHCS RCOE Math Training 12/2/22
- IHCS Dreambox 12/9/22
- IHCS Chad Dumas Training around PLC Solution Tree Part 1 12/9/22
- IHCS Jaime Carias SEL 12/10/22
- IHCS School Counselors presenting on SEL strategies 1/27/23
- IHCS RCOE Math Training 1/27/23
- IHCS Jaime Carias 1/29/23
- IHCS RCOE Math Training 2/10/23
- IHCS Jaime Carias 2/11/23
- IHCS Writing Process 2/24/23
- IHCS Chad Dumas Training on CFAs Solution Tree Part 1 3/20/23
- IHCS Chad Dumas Training on CFAs Solution Tree Part 1 3/21/23
- IHCS RCOE Math Training 3/24/23
- IHCS Chad Dumas Training 4/24/23
- IHCS Chad Dumas Training 4/25/23
- IHCS Chad Dumas Training 4/26/23
- IHCS Chad Dumas Training 4/27/23
- IHCS Chad Dumas Training 4/28/23
- IHCS Inclusive Practice PD Date TBD. (Dates and contracts pending approval.)

Professional Development

Although some PD's are specifically created to support new teachers, all teachers are invited to attend.

New Teacher Support: New Teacher PD opportunities listed above are part of our New Teacher Induction Program offered through our Perris ESD Staff Development Office.

Another opportunity for professional growth for staff is the use of technology in the classrooms. Staff meetings during the school year provide trainings organized and presented by administration, the academic coach, and grade levels to support teacher's implementation of technology such as google classroom and collaboration applications to develop and improve 21st Century learning.

Furthermore, Innovative Horizons Charter School's staff are provided ongoing professional development and training by the district throughout the school year to support the implementation of the California English Language Arts, English Language Development, and Mathematics Standards and district's newly adopted programs, which include an ELA/ELD program, mathematics program, grading and assessment program, and an intervention program.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	24	35-40