Innovative Horizons Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Purpose: The fundamental purpose of Innovative Horizons Charter School at Nan Sanders, collectively developed with our IHCS staff and guiding coalition team, is to continuously increase learning for all students. To accomplish this goal, both teachers and administrators must put forth a collective effort to achieve the following:
*Guide and support the staff to embrace that all students need to learn at high levels (grade level or higher).
*Learn and then share with faculty and staff research-based best practice that aligns with continuously increasing learning for all students.
*Continuously foster a school culture in which the faculty and staff passionately strive to increase learning for all students by analyzing data.
*Our school's guiding coalition is composed of both administrators and teachers who intrinsically seek to work with other adults on campus so they can continuously increase learning for all students.

Mission: The mission of IHCS is to be a welcoming community built on positive relationships where each student achieves high levels of learning, acts with virtue, and seeks excellence in academics, athletics, innovation, visual and performing arts, and technology.

Vision: IHCS commits to inspire students to learn at high levels in a safe and welcoming environment. We envision a school in which:
- Our school community continuously creates a positive and welcoming school culture.
- Families have a strong partnership with the school and are provided with the information they need to monitor and support the learning of their child.
- Students have opportunities to achieve at high levels through STEM, VAPA, athletics, and academics.
- Staff members are continuously learning and seeking out best practices through ongoing professional development and collaboration.
- Students act with virtue to become productive, responsible, ethical, and compassionate members of our community.
- Our school community strives for excellence through self reflection focused on academic and personal growth.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95

Grade 1	92
Grade 2	91
Grade 3	95
Grade 4	96
Grade 5	97
Grade 6	94
Grade 7	120
Grade 8	124
Total Enrollment	904

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
Asian	0.3%
Black or African American	4.4%
Hispanic or Latino	92.1%
White	1.9%
English Learners	43.6%
Homeless	0.9%
Socioeconomically Disadvantaged	86.2%
Students with Disabilities	6.5%

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0	0	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0	0	12115.80	4.41
Unknown	0	0	0	0	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)	39.30	94.77	252.70	94.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	2.80	1.10	0.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.41	3.00	1.12	11953.10	4.28
Unknown	0.00	0.00	7.50	2.80	15831.90	5.67
Total Teaching Positions	41.50	100.00	267.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	4.40
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	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 14, 2023

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	Yes	0

	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		
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	12/1/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 11: 7: 1 ballast out Room 15: 7: 1 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			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	35	30	31	47	46
Mathematics (grades 3-8 and 11)	13	16	16	19	33	34

2022-23 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	615	613	99.67	0.33	35.07
Female	295	293	99.32	0.68	37.88
Male	320	320	100.00	0.00	32.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	26	96.30	3.70	30.77
Filipino	0	0	0	0	0
Hispanic or Latino	575	574	99.83	0.17	34.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	228	227	99.56	0.44	15.42
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	387	99.74	0.26	35.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	11.76

2022-23 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	615	613	99.67	0.33	15.82
Female	295	293	99.32	0.68	13.99
Male	320	320	100.00	0.00	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	26	96.30	3.70	23.08
Filipino	0	0	0	0	0
Hispanic or Latino	575	574	99.83	0.17	15.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	228	227	99.56	0.44	5.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	386	99.48	0.52	15.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	7.84

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.38	15.49	17.50	13.62	29.47	30.29

2022-23 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	214	213	99.53	0.47	15.49
Female	108	108	100.00	0.00	14.81
Male	106	105	99.06	0.94	16.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	204	203	99.51	0.49	15.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	83	83	100.00	0.00	2.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	128	99.22	0.78	16.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100
Grade 7	99.2	99.2	99.2	99.2	99.2

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.

2023-24 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 (DELAC), and District Parent Advisory Committee (DPAC)—are all 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.

Coffee with the Principal is held on a monthly basis, in person. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	917	911	249	27.3
Female	439	436	116	26.6
Male	478	475	133	28.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	42	41	10	24.4
Filipino	0	0	0	0.0
Hispanic or Latino	845	840	228	27.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	18	18	7	38.9

English Learners	400	398	122	30.7
Foster Youth	1	1	0	0.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	804	799	229	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	76	17	22.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.17	4.47	0.02	2.27	2.10	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.47	0
Female	2.51	0
Male	6.28	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	11.9	0
Filipino	0	0
Hispanic or Latino	4.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	11.11	0
English Learners	4	0
Foster Youth	0	0

Homeless	0	0
Socioeconomically Disadvantaged	4.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.89	0

2023-24 School Safety Plan

*Safety Plan
Our IHCS 2023-2024 School Safety Plan was reviewed and approved on January 18th, 2023, by our School Advisory Committee. This plan is shared with staff at the beginning of each school year and regular safety information is communicated as safety drills begin 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. Key elements of the plan include the following:

*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. Our full-time campus supervisor also assist in keeping the school campus safe.

*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.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	4	0
1	23	0	4	0
2	23	0	4	0
3	24	0	4	0
4	32	0	2	0
5	32	0	2	0
6	24	10	15	2
Other	0	0	0	0

2022-23 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	452

2022-23 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)	2
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	13725	2723	11002	92644
District	N/A	N/A	10327	$96,211
Percent Difference - School Site and District	N/A	N/A	6.3	-11.5
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A		4.8

Fiscal Year 2022-23 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 2023-2024)

Fiscal Year 2022-23 Types of Services Funded

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 School Plan for Student Achievement (SPSA) as approved by the School Advisory Committee and the local governing board. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	58329	$54,046
Mid-Range Teacher Salary	95418	$84,515
Highest Teacher Salary	135215	$110,867
Average Principal Salary (Elementary)	157704	$136,841
Average Principal Salary (Middle)	0	$141,477
Average Principal Salary (High)	0	$137,985
Superintendent Salary	268400	$217,473
Percent of Budget for Teacher Salaries	36	32.43%
Percent of Budget for Administrative Salaries	5	5.62%

Professional Development

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 emphasis on essential standards. Evidence of professional development in the area of essential standards, learning targets and CFA development, is provided through staff meeting agendas and sign-in sheets, Guiding Coalition agendas and sign-in sheets, essential standards evidence on classroom walls, and CFA results on Data Talk data base. 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

Professional Development

after school and support continues through grade level professional learning communities, lessons, and planning opportunities with the academic coach.
The following are PD's offered to certificated staff members:

Professional Development provided by the district:
District New Teacher Training 8/1/23
District Essential Standards and their Targets PD 8/7/23
District Units of Study and Screeners 8/8/23
District ELD Presentation 8/18/2023
District Integrated ELD Presentation 9/15/23
District Mike Matos Tier 1 and Tier 2 10/13/23
District Designated ELD Presentation 1/26/24
District ATSI Focus, Essential Standards, Learning Targets and CFA's 2/2/24
District Essential Standards PD, 2/9/2024
District ELPAC Training 2/23/2023

In addition to District Professional Development Opportunities listed above, the opportunities listed below are specific to our staff at IHCS:
IHCS Collaborative Solutions, Restorative Practices Training 6/14 and 6/15/2023
IHCS Collaborative Solutions, Restorative Practices TOT Training 6/15, 6/16, and 6/20/2023
IHCS Chad Dumas, Solution Tree, Developing and Aligning Learning Targets, REAL Criteria Training 7/19 and 7/20/2023
IHCS Chad Dumas, Solution Tree, Training 8/11/2023
IHCS Study Sync for 6-8 grade 8/25/23
IHCS RCOE Math Training, Essential Standards, using math manipulatives, and Learning Targets 8/29, 8/30, 8/31/2023
IHCS Chad Dumas, Teams Continuum 9/11/23
   • Singletons identify and engage with meaningful teams
   • Guide staff in grade level collective commitments
IHCS Chad Dumas, Solution Tree, Training 9/29/2023
IHCS RCOE Math Training, Essential Standards and Learning Targets 10/30, 10/31/2023
Nearpod Virtual Training- 11/01/23
IHCS Chad Dumas, Solution Tree, Training, Continuum Assessment and setting School Wide Goals 12/1/2023
IHCS Collaborative Solutions, Restorative Practices Refresher training on Affective Statements 1/9/2024
IHCS RCOE Math Training, Essential Standards and Learning Targets 1/17/2024
IHCS Chad Dumas, Solution Tree, Training 2/16/2024
IHCS RCOE Math Training, Essential Standards and Learning Targets 3/18, 3/19/2024
IHCS Chad Dumas, Solution Tree, Training 4/19/2024
IHCS RCOE Math Training, Planning for 2024-2025 School Year 5/1, 5/2, 5/3/2024

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.

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 any newly adopted programs in our district.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	24	35-40	26