

# Innovative Horizons Charter School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Innovative Horizons Charter School
<b>Street</b>	1461 North "A" Street
<b>City, State, Zip</b>	Perris, CA 92570
<b>Phone Number</b>	951-657-0728
<b>Principal</b>	Sharill Cortez
<b>Email Address</b>	sharill.cortez@perrisesd.org
<b>Website</b>	www.perrisesd.org/Domain/10
<b>County-District-School (CDS) Code</b>	33671996105571

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

## School Description and Mission Statement (School Year 2019-20)

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, 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 the 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 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 provides multiple ways for communicating, for gaining knowledge, and for 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 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 the 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 technique 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

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."

Sharill Cortez, Principal

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	97
Grade 2	94
Grade 3	97
Grade 4	99
Grade 5	94
Grade 6	103
Grade 7	134
Grade 8	120
<b>Total Enrollment</b>	<b>934</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.2
Hispanic or Latino	90.9
White	2.8
Two or More Races	0.1
Socioeconomically Disadvantaged	81.3
English Learners	42.1
Students with Disabilities	4.6
Foster Youth	0.1
Homeless	2.9

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	44	38	45	316
Without Full Credential	2	2	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 12, 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Literature CA Reading and Language (Adopted in 2011/2012)-6th-8th Wonders: McGraw Hill-Kindergarten through 5th	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Prentice Hall Focus on Science Earth (Adopted in 2011) Prentice Hall Focus on Science Life (Adopted in 2011) Prentice Hall Focus on Science Physical (Adopted in 2012)	Yes	0
<b>History-Social Science</b>	TCI History Alive! The Ancient World (Adopted in 2011) TCI History Alive! The Medieval World and Beyond (Adopted in 2011) TCI History Alive! The United States Through Industrialism (Adopted in 2012)	Yes	0
<b>Visual and Performing Arts</b>	Pearson/Silver Burdett Making Music (Adopted in 2011)	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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Innovative Horizons Charter School, formerly known as Nan Sanders Elementary School, was built in 1985. The school consists of 38 regular classrooms, five county classrooms, a media center, a computer lab, a projects room, two multipurpose rooms (the larger also serves as the cafeteria), a modified service kitchen, and 10 rest rooms. Several classrooms have new carpeting and the school office was recently painted. The playground now has a rubberized surface instead of wood chips.

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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** October 24, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Room 12: 2 stained ceiling tiles Room 11: 5 stained ceiling tiles Room 10: transition strip, 1 light out. 4 stained ceiling tiles Room 8: 1 stained ceiling tile Room 4: 4 stained ceiling tiles Room 2: 3 stained ceiling tiles Room 3: 4 stained ceiling tiles Staff lounge: stained ceiling tiles Room 61: 2 stained ceiling tiles Room 23: carpet is fraying Room 27: 1 stained ceiling tile Room 19: cracked diffuser, 2 stained ceiling tiles Room 100: 3 stained ceiling tiles Room 1: 4 stained ceiling tiles Room 92: 2 cracked diffuser, 3 stained ceiling tiles Room 94: carpet separating Room 95: 3 stained ceiling tiles (1 missing) Room 96: 8 stained ceiling tiles Room 97: 7 stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room 9: 1 ballast light out Room 7: 2 ballast out Room 14: 1 ballast out Room 28: 1 ballast out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 13: sink, 1 ballast out Room 11: adjust drinking fountain Boys RR: 2 faucets loose
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Room 32: handrail loose (bolt down) Room 97: loose door frame
<b>Overall Rating</b>	Good	

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	42	33	34	50	50
Mathematics (grades 3-8 and 11)	24	25	23	24	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	628	623	99.20	0.80	42.22
Male	295	293	99.32	0.68	37.20
Female	333	330	99.10	0.90	46.67
Black or African American	35	34	97.14	2.86	38.24
American Indian or Alaska Native	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	572	568	99.30	0.70	41.73
Native Hawaiian or Pacific Islander					
White	15	15	100.00	0.00	60.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	505	500	99.01	0.99	41.00
English Learners	358	355	99.16	0.84	33.52
Students with Disabilities	42	42	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	23.53

Note: 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.

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

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	628	624	99.36	0.64	24.84
Male	295	294	99.66	0.34	25.85
Female	333	330	99.10	0.90	23.94
Black or African American	35	34	97.14	2.86	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	572	569	99.48	0.52	24.78
Native Hawaiian or Pacific Islander					
White	15	15	100.00	0.00	53.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	505	501	99.21	0.79	23.95
English Learners	358	356	99.44	0.56	20.79
Students with Disabilities	42	42	100.00	0.00	9.52
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	17.65

Note: 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.

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

Note: The number of students tested includes 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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.5	18.5	10.9
7	19.5	23.4	38.3

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 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 work room. Parents also have the opportunity to participate in numerous art performances, committees, and athletic events.

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

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2	4.7	2.3	2.6	3.6	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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.

### 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 scan 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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		4		24		4		24		4	
1	24		4		23		4		24		4	
2	25		4		24		4		24		4	
3	25		4		25		4		24		4	
4	33		1	2	32		2	1	33		1	2
5	32		2	1	33		2	1	31		2	1
6	31	1	21		31	2	14	6	30	4	5	14
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	934.0

\*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.

### Student Support Services Staff (School Year 2018-19)

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	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,224	\$1,109	\$8,115	\$70,892
District	N/A	N/A	\$8,657	\$85,627
Percent Difference - School Site and District	N/A	N/A	-6.5	-18.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	7.8	-15.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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 2018-2019)

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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,989	\$45,741
<b>Mid-Range Teacher Salary</b>	\$86,137	\$81,840
<b>Highest Teacher Salary</b>	\$111,246	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$118,647	\$129,221
<b>Average Principal Salary (Middle)</b>	\$0	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$212,670	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	42%	36%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	18	21

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:

- Costa's Level: September 27, 2019
- 3 Column/Focused Notes: October 24, 2019
- Collaborative Conversations: November 15, 2019
- Close Reading: January 30, 2020
- Student Engagement: February 21, 2020
- ELA/ELD Standards and the Framework: March 19, 2020
- Although the PD's are specifically created to support new teachers, all teachers are invited to attend.

Our district also supports our new teachers with professional development through the New Teacher Induction Program offered through our staff development office. The following are the New Teacher Induction PD dates:

- Inquiry #1: September 13, 2019
- Inquiry #2: October 18, 2019
- Inquiry #3: December 6, 2019
- Inquiry #4: January 31, 2020
- Inquiry #5: March 6, 2020
- Inquiry #6/Digital Reflection: April 24, 2020

Another opportunity for professional growth offered by the district and Educational Services/Staff Development Office are the following teacher trainings:

- School Culture-Part 1 by Dr. Anthony Mohammed-September 18, 2019
- School Culture-Part 2 by Dr. Anthony Mohammed-September 19, 2019
- School Culture-Part 3 by Dr. Anthony Mohammed-September 20, 2019
- School Culture-Part 4 by Dr. Anthony Mohammed-February 27, 2020
- School Culture-Part 5 by Dr. Anthony Mohammed-February 28, 2020
- School Culture-Part 6 by Dr. Anthony Mohammed-April 1, 2020
- School Culture- by Dr. Anthony Mohammed-December 7, 2019
- Classroom Environment- January 25, 2020

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. The PD was offered after school on October 16, 2019. The title of the presentation was "Going Deeper with G Suite: Tips and Tricks for the Intermediate Techie Teacher."

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.