

# Innovative Horizons Charter School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School 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>	Andrew Candelaria
<b>Email Address</b>	<a href="mailto:andrew.candelaria@perrisesd.org">andrew.candelaria@perrisesd.org</a>
<b>School Website</b>	<a href="https://www.perrisesd.org/o/innovative">https://www.perrisesd.org/o/innovative</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	33671996105571

## 2024-25 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Bruce Bivins
<b>Email Address</b>	<a href="mailto:ksolorzano@perrisesd.org">ksolorzano@perrisesd.org</a>
<b>District Website</b>	<a href="http://www.perrisesd.org">www.perrisesd.org</a>

## 2024-25 School Description and Mission Statement

Purpose: The core mission of Innovative Horizons Charter School at Nan Sanders, collaboratively developed by our IHCS staff and guiding coalition team, is to foster continuous growth in student learning. To achieve this, both educators and administrators must work together toward the following shared goals:

\*Guide and support the staff in fostering a shared commitment to ensuring that all students achieve at high academic levels, meeting or surpassing grade-level standards.

\*Stay informed about research-based best practices and share these insights with faculty and staff to support the ongoing improvement of student learning at all levels.

## 2024-25 School Description and Mission Statement

\*Continuously cultivate a school culture where faculty and staff are deeply committed to enhancing student learning by regularly analyzing data and using it to drive improvement.

\*Our school's guiding coalition consists of both administrators, academic coaches, and teachers who are deeply committed to collaborating with their colleagues to continuously enhance 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 consistently fosters a positive and welcoming culture for all.

\* Families cultivate a strong partnership with the school and are equipped with the essential information and resources to actively monitor and support their child's learning journey.

\*Students have abundant opportunities to excel at high levels across STEM, VAPA, athletics, and academics.

\*Staff members are committed to continuous growth, actively seeking out best practices through ongoing professional development and collaborative learning.

\*Students embody strong values, striving to be productive, responsible, ethical, and compassionate contributors to our community.

\*Our school community pursues excellence through continuous self-reflection, with a focus on both academic growth and personal development.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	99
Grade 2	95
Grade 3	96
Grade 4	106
Grade 5	98
Grade 6	100
Grade 7	124
Grade 8	130
<b>Total Enrollment</b>	<b>938</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	0.6
Black or African American	4.6
Filipino	0.1
Hispanic or Latino	91
Two or More Races	0.2
White	1.9
English Learners	40.3
Foster Youth	0.5
Homeless	0.6
Socioeconomically Disadvantaged	85.4
Students with Disabilities	8.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.70	89.73	252.60	95.94	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.76	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	4.20	10.24	7.70	2.92	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	39.30	94.77	252.70	94.51	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.75	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	2.80	2.10	0.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.41	3.00	1.12	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	7.50	2.80	15831.90	5.67
<b>Total Teaching Positions</b>	41.50	100.00	267.40	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.20	80.54	244.60	92.87	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	1.14	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.50	12.94	6.50	2.47	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	2.96	4.20	1.62	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.50	3.53	5.00	1.90	14303.80	5.15
<b>Total Teaching Positions</b>	42.50	100.00	263.40	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.10	5.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.10	5.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0.8
<b>Local Assignment Options</b>	0.00	0.00	0.4
<b>Total Out-of-Field Teachers</b>	0.00	1.00	1.2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.4	23
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 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 12, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill: Wonders California (Adopted in 2016) Kinder-5th McGraw Hill: StudySync (Adopted in 2018) 6th - 8th	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-8th	Yes	0
<b>Science</b>	Twig Education: Twig Science (Adopted in 2022) Kinder-5th Accelerate Learning: STEMScopes (Adopted in 2022) 6th-8th	Yes	0
<b>History-Social Science</b>	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
<b>Visual and Performing Arts</b>	Pearson/Silver Burdett Making Music (Adopted in 2011)	Yes	0

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

## 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

11/16/2024 - 11/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		1st-2nd Boys RR: 4: ceiling needs to be prepped and painted Room 1: 4: (D) Carpet is torn (D) Walls appear to have hazards from tears and holes Room 10: 4: the countertop is degraded. Room 11: 4: The sink countertop is degraded. 9: (D) Water pressure is inadequate Room 126 : 4: (D) Ceiling tiles have holes or stains Room 129: 4: (D) Ceiling tiles have holes or stains Room 131: 4: (D) Ceiling tiles have holes or stains Room 14: 4: (D) Carpet is torn Room 17: 4: (D) Walls appear to have hazards from tears and holes Room 4 : 4: (D) Ceiling tiles have holes or stains Room 5: 4: the sink countertop is degraded (D) Walls appear to have hazards from tears and holes Room 60: 4: (D) Holes appear in the flooring Room 713: 4: (D) Ceiling tiles have holes or stains Room 715: 4: (D) Ceiling tiles have holes or stains Room 8 : 4: the sink countertop is degraded. 9: (D) Water pressure is inadequate



## School Facility Conditions and Planned Improvements

				Room 9 : 4: The sink countertop is degraded.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 11: 4: The sink countertop is degraded. 9: (D) Water pressure is inadequate Room 8 : 4: the sink countertop is degraded. 9: (D) Water pressure is inadequate
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	37	31	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	16	19	19	19	34	35

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	636	631	99.21	0.79	37.08
Female	300	296	98.67	1.33	41.55
Male	336	335	99.70	0.30	33.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	30	30	100.00	0.00	26.67
Filipino	0	0	0	0	0
Hispanic or Latino	586	581	99.15	0.85	36.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	201	199	99.00	1.00	14.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	566	561	99.12	0.88	35.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	14.52

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	636	631	99.21	0.79	19.33
<b>Female</b>	300	296	98.67	1.33	17.23
<b>Male</b>	336	335	99.70	0.30	21.19
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	30	30	100.00	0.00	13.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	586	581	99.15	0.85	19.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	201	200	99.50	0.50	7.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	566	561	99.12	0.88	18.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	62	100.00	0.00	11.29

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	15.49	19.63	13.62	13.99	30.29	30.73

## 2023-24 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
<b>All Students</b>	220	219	99.55	0.45	19.63
<b>Female</b>	107	106	99.07	0.93	17.92
<b>Male</b>	113	113	100.00	0.00	21.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	16.67
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	200	199	99.50	0.50	18.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	51	51	100.00	0.00	1.96
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	196	195	99.49	0.51	18.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	14.29

## 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.

#### 2023-24 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 requires only participation results 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	100%	100%	100%	100%	100%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parents play a crucial role in shaping the attitudes and behaviors that foster academic perseverance in their children. As the primary influencers in their children's socialization, parents lay the foundation for success by modeling the importance of education. During our first parent meeting, we emphasize the critical role of parent involvement in student achievement. We share research showing that when parents are actively engaged in school activities, students tend to experience fewer behavioral issues, perform better academically, attend school more regularly, develop stronger social skills, and are more likely to graduate and pursue higher education.

We also highlight how parental involvement boosts a child's sense of competence and autonomy, fosters security and connectedness, and helps students internalize the value of education. At IHCS, we are dedicated to maintaining a positive, approachable, and transparent relationship with all parents, offering various opportunities for meaningful engagement and communication.

To facilitate parent involvement, IHCS provides multiple avenues for parents to contribute to their child's education, both at the school and district level. Parents are encouraged to attend monthly meetings such as the School Advisory Council (SAC), English Language Advisory Committee (ELAC), California Association for Bilingual Education (CABE), District Language Advisory Committee (DELAC), and the District Parent Advisory Committee (DPAC). Parents are also involved in key planning processes, such as developing the Single Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP), with SAC members and ELAC representatives playing an integral role.

In addition, IHCS encourages parents to volunteer a minimum of 40 hours each school year. Volunteering opportunities are varied, ranging from classroom assistance and chaperoning field trips to supporting school events and helping in the teacher workroom. Parents are also invited to participate in cultural events like art performances, the SAIL Into Stories program, "Third Night" events, and athletic activities.

To keep families informed and connected, we host monthly "Coffee with the Principal" meetings, providing an open space for discussion. Weekly newsletters are also sent to parents via email, sharing updates on upcoming events, celebrations, and contributions from key staff members such as the Academic Coach, grade-level leads, counselors, and other departments. This

## 2024-25 Opportunities for Parental Involvement

ongoing communication helps strengthen the partnership between school and home, ensuring that parents are always informed and involved in their child's educational journey.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	951	941	177	18.8
Female	456	451	80	17.7
Male	495	490	97	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	43	43	9	20.9
Filipino	--	--	--	--
Hispanic or Latino	867	857	161	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	4	22.2
English Learners	382	379	68	17.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	825	816	160	19.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	108	108	19	17.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.17	4.47	1.37	2.27	2.1	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.37	0.00
Female	1.10	0.00
Male	1.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.56	0.00
English Learners	0.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Innovative Horizon's Charter School (IHCS) in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe

## 2024-25 School Safety Plan

arrival and departure from school, sexual harassment policy, and dress code policy. IHCS' most recent school safety plan was reviewed, updated, and approved by the school safety committee and discussed with school staff.

Additionally, IHCS adheres to safety policies detailed in the Parent and Student Handbook, which includes guidelines on handling serious disciplinary issues, child abuse reporting, school dress codes, and overall discipline. The safety plan is reviewed and updated annually.

Key components of the safety plan include:

**Environment:** Student, staff, and property safety are top priorities at IHCS. The campus is fully fenced and locked outside of school hours. A separate fence is in place to isolate the kindergarten and first-grade play areas from other student zones. Visitors are required to sign in and out through the Raptor System, which enhances security by verifying the identity of all campus entrants. Upon clearance, visitors are issued a badge displaying their name, photo, and destination, which must be worn at all times while on campus.

**Supervision:** To ensure constant student safety, Supervision Aides are assigned to monitor outdoor areas before and after school, during recess, lunch, and passing periods. Under the direction of the principal, staff implement building-specific security measures. The District Safety Coordinator plays a key role in reviewing safety protocols and coordinating related services. Additionally, our full-time campus supervisor is dedicated to maintaining a secure campus environment.

**Disaster Preparedness**

Regular drills are an integral part of our disaster preparedness plan. Fire drills are conducted monthly, and IHCS participates in the annual Great ShakeOut to emphasize earthquake readiness. Our comprehensive disaster plan is provided to our staff to ensure preparedness in case of an emergency.

## 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.

## 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		4	
1	23		4	
2	23		4	
3	24		4	
4	32		2	
5	32		2	
6	24	10	15	2

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23		4	
1	25		4	
2	24		4	
3	24		4	
4	35			3
5	33		1	
6	26	10	3	6

## 2023-24 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	434

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	.111
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	.111
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	17157	5073	12083	94576
District	N/A	N/A	11483	\$107,828
Percent Difference - School Site and District	N/A	N/A	5.1	-13.1
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	11.5	0.5

## Fiscal Year 2023-24 Types of Services Funded

### Funding Allocation Overview

Funds for various educational programs and services are allocated annually through the school's Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA). Recent allocations have supported a variety of services, including the expansion of educational technology (both hardware and software), the addition of instructional aides, and the provision of Supplemental Educational Services for students requiring additional support. These funding decisions are reviewed and approved annually by the School Advisory Council at Innovative Horizons.

Innovative has a well-being team which includes a Teacher on Special Assignment (TOSA), Staff on Special Assignment (SOSA), and Community Outreach Family Advocate (COFA). The TOSA works with teachers to support the well being of students. Zen Zones have been established in each classroom to help students identify their emotions. The SOSA works with students to show them strategies to support their emotions. The COFA reaches out to parents to provide resources to the family and to communicate family events and learning opportunities.

## Fiscal Year 2023-24 Types of Services Funded

Innovative also offers the ELEVO After School Program, Monday through Friday. Students who attend the ELEVO after-school program engage in homework assistance and enrichment opportunities. Our ELEVO program is a free expanded learning program provided after school on-site. ELEVO services students in grade K through eighth grade. ELEVO program takes place from the dismissal of school through 6:00 pm each day that school is in session.

### Types of Services Funded (School Year 2024-2025)

This section outlines the programs and supplemental services available to students at the school, funded through categorical or other specific funding sources.

#### Title I

Title I funds are used to support evidence-based educational strategies aimed at closing the achievement gap for students who are not meeting the state's rigorous academic standards in English Language Arts (ELA) and Mathematics. Title I funds are allocated to schools with at least 50% poverty, distributed on a per-pupil basis. Based on student achievement data, Title I resources may be directed toward professional development, intervention programs, parental engagement initiatives, and targeted support for students exhibiting at-risk behaviors.

#### Title III

Title III funds are specifically allocated to support English Learners (EL) in developing English fluency, accessing the curriculum, and meeting grade-level and graduation standards. These funds are distributed to schools based on the number of enrolled EL students and are used to enhance EL programs and services.

#### Local Control Funding Formula (LCFF)

The Local Control Funding Formula (LCFF), enacted in 2013, is a state categorical program that provides supplemental funding based on student demographic factors. LCFF Supplemental Concentration/0702 funds are allocated at the school level and administered through the School Plan for Student Achievement (SPSA), as approved by both the School Advisory Committee and the local governing board.

Typical uses for these funds include: Professional development for staff

The purchase of supplemental instructional materials

Hiring supplemental resource teachers

Operating the English Language Advisory Committee (ELAC)

Facilitating California Association for Bilingual Education (CABE) parent workshops

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## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$58,329	\$57,839
<b>Mid-Range Teacher Salary</b>	\$104,696	\$90,040
<b>Highest Teacher Salary</b>	\$135,215	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$155,244	\$144,639
<b>Average Principal Salary (Middle)</b>	\$0	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$300,575	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	36%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 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 after school and support continues through grade level professional learning communities, lessons, and planning opportunities with an academic coach.

Professional Development provided by the district:

- District New Teacher Training - Small Group Intervention 8/6/24
- District Units of Study and Assessments K-8 8/13/24
- District Imagine Learning K-8 8/13/24
- District AVID Goal Setting and Student-led Conferences K-8 8/13/24
- District Building Thinking Classrooms K-8 8/13/24
- District Marco Polo K-2 8/13/24
- District Heggerty K-2 8/13/24
- District Apptegy 3-8 8/13/24
- District Restorative Practices K-8 8/13/24
- District Sown to Grow K-8 8/13/24
- District Zen Den K-8 8/13/24
- District DRA 2nd Grade Teachers 10/8/24
- District DRA 2nd Grade Teachers 10/22/24
- District LETRS Training Read 180 Teacher, Administrator and Coaches 10/8/24
- District Restorative Practices K-8 11/1/24
- District Zen Zones K-8 11/1/24
- District District Assessments K-8 11/1/24
- District Student-led Conferences K-8 11/1/24
- District LETRS Training Read 180 Teacher, Administrator and Coaches 1/28/25
- District LETRS Training Read 180 Teacher, Administrator and Coaches 3/4/25
- District LETRS Training Read 180 Teacher, Administrator and Coaches 5/13/25
- District ELD (English Language Development) Engaging ELL Learners 12/6/24

## Professional Development

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

- IHCS: Aug 23, 2024 Chad Dumas met with Guiding Coalition Units of Study
- IHCS: Oct 24, 2024 Chad Dumas met with Guiding Coalition priorities that will impact practice and student results
- IHCS: Jan 23, 2025 Chad Dumas agenda to come at a later date
- IHCS: March 14, 2025 with Chad Dumas agenda to come at a later date
- HCS: June 12, 2025 with Chad Dumas planning for 2025-2026 school year
- IHCS: Sept 3,13,17 RCOE support for Kinder- 5th grade
- IHCS: September 10, 2024 Math Teachers 6-8 Building Thinking Classrooms at RCOE
- IHCS: October 8, 2024 Math Teachers 6-8 Building Thinking Classrooms at RCOE
- IHCS: Oct 21,30 RCOE support for Kinder- 5th grade
- IHCS: November 8-9 , 2024 CMC One Third Grade Teacher and One Second Grade Teacher
- IHCS: Dec 19, RCOE support for 6-8 grade
- IHCS LETRS Cohort (4 kinder, 3 second grade, 4 third grade, 3 fourth, 1 sixth, 2 seventh grade teachers) Sept. 4, 2024, Nov 6, 2024, Jan 22, 2025, March 19, 2025
- IHCS Inquiry Cycles for ELA K-8 (6 week cycles) and Math for K-8 (6 week cycles)

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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35-40	26	41