



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Innovative Horizons Charter School	33671996105571	December 3, 2024	January 23, 2025

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

When deciding on the use of federal funds the principal meets with the School Site Council, English Language Learner Advisory Committee, and MTSS Academic Team members throughout the year to discuss and analyze data (student, assessment, and survey), district and site programs, site priorities, and budget. These meetings ensure planning for the following year and include alignment among school staff, parents, and the use of federal funds.

Examples of alignment include our two district-wide PD days and a weekly early release day. The two days and early release days are paid out of general funds. Federal funds were used to cover additional professional development days in July and August as well as during school and after-school PD and collaboration throughout this year. Title III (organized and facilitated through the district) will be used to provide supplemental English Learner focus after school PDs tied to the general fund PD Days and above the Title I professional development. The Academic Coach positions are funded out of district Title I funds and our Literacy TOSA and Math TOSA are funded out of our LCAP. Academic coaches provide site-based professional development and coaching that support essential standards planning in ELA, math, and ELD. Literacy TOSA and Math TOSA provide reading and math intervention and will support all K-8 grade-levels with an emphasis on building a strong K-2 foundation. The TOSAs will also provide site-based professional development, coaching and modeling to support essential standards planning in ELA and Math.

Another example of alignment includes our Multi-Tiered System of Support. Counselors, materials, and supplies necessary to implement the counseling program are funded out of LCFF to support the behavior and social-emotional aspects of MTSS. Supplemental collaboration and professional development around our MTSS model as it pertains to our Units of Study are funded out of Title I and LCFF. The professional development contracts for these trainings are funded out of Title II.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results from Title I Family Engagement Survey 2023-24.

74.2% Completed the survey in English and 25.8% completed the survey in Spanish.

Surveyed parents listed the trainings and educational opportunities that have been provided to help parents assist their child in learning at home and parents listed the following trainings and educational opportunities that they attended:

52.4% attended math events/opportunities.

47% attended opportunities to help their child with reading.

42.9% attended Title I meetings.

38.1% attended informational workshops.

70% of parents state that some to most trainings, listed above, have been effective, while 15% state that few trainings have been effective.

Surveyed parents stated how they receive information from their child's school to assist with your child in doing well a school or with home learning activities:

73.9% receive helpful information from teacher.

65.2% receive helpful information through home school connection newsletter, weekly family bulletin.

60.9% receive helpful information through school newsletter.

43.5% receive helpful information through Parent portal gradebook.

21.7% receive helpful information through school website.

78.2% find that home/school connection is effective to very effective.

13% find that home/school connection needs improvement.

95% of parents email regularly with teacher to communicate with their child's school.

40% of parents email to principal or assistant principal to communicate with their child's school.

Parents who receive electronic information regarding child's school:

95% of parents report that they receive electronic information through Parentsquare app.

60% of parents report that they receive electronic information through emails.

39.9% of parents report that they receive electronic information in the form of a text message.

26.1% of parents report that they receive electronic iformation through Peach Jar app.

Parents who have participated in school activities:

86.4% participated in the bookfair.

81.8% participate in student performances.

81.8% participate in Parent/Teacher conferences.

81.8% participate in Back to school Night.

77.3% participate in Friday Flag events.

72.7% participate in Open House.

50% participate in Coffee with the Principal meetings.  
18.2% participate in ELAC meetings.  
9.1 % participate in LCAP meetings.  
9.1% participate in SAC/SSC meetings.

Parents also reported in Title I Family Engagement Survey 2023-24:

Parents would like to see more methods to increase parent participation.

Parents would like more opportunities to volunteer in school and in the classroom and at school events.

Parents would like more exposure to be in class learning from the teachers in order to better support their children at home with their learning.

Panorama Educational Student Survey Grades 3-5, Spring of 2023-24 school year.

93% state that they have supportive relationships. Increase of 3 points from fall survey.

71% state that they are successful when it comes to self-management. Increase of 1 point from fall survey.

60% state that they have challenging feelings. Increase of 9% from fall survey.

55% state that they are able to regulate their emotions. Increase of 5 points from fall survey.

51% Self-Efficacy: 51% state that they feel confident that they can be successful with classwork, challenging lessons, and remembering all that is taught to them this year. Decrease of 1 point from fall survey.

Positive results from the Panorama Survey include: 95% report to have a teacher or other adult at school who they can count on at all times. 94% report to have an adult outside of school who they can count on no matter what. 90% report that they have a friend from school who they can count on no matter what. 97% report that their teachers and adults on campus care for them. 95% report that they feel safe at school.

Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.

Panorama Educational Student Survey Grades 6-8, spring of 2023-24 school year.

88% state that they have supportive relationships. Increase of 3 points from fall survey.

74% state that they are successful when it comes to self-management. Increase of 1 point from fall survey.

66% state that they have challenging feelings. Increase of 9% from fall survey.

53% state that they are able to regulate their emotions. Increase of 5 points from fall survey.

43% Self-Efficacy: 43% state that they feel confident that they can be successful with classwork, challenging lessons, and remembering all that is taught to them this year. Decrease of 1 point from fall survey.

Positive results from the Panorama Survey include: 90% report to have a teacher or other adult at school who they can count on at all times. 94% report to have an adult outside of school who they can count on no matter what. 90% report that they have a friend from school who they can count on no matter what. 68% report that their are teachers and adults on campus that they can be themselves around. 90% report that they feel safe at school.

Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.

Maintaining and building positive relationships with students as they grow into middle school grades is a need.

IHCS LCAP 2023-24 Survey:

81.3% English responses and 12.5% Spanish responses to the LCAP survey.

87.5% of the responses were from IHCS parents and 12.5% of the responses were from certificated staff members at IHCS. 81.3% of our parent responses are from Hispanic/Latino parent population.

12.5% African of our parent responses are from our American/Black parent population and 6.2% prefer not to respond to that question.

100% of parents and staff agree-strongly agree that teachers have been provided with professional development on recent academic standards and/or curriculum frameworks in ELA, ELD, Math, and Next Generation Science standards.

100% of parents and staff strongly agree that Instructional materials are aligned to the recently adopted academic standards and/or curriculum frameworks.

100% of parents and staff agree-strongly agree that there are policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recent academic standards and/or curriculum frameworks (collaborative time, focused classroom walkthroughs).

100% of parents and staff agree-strongly agree that during the year, through surveys, walkthroughs, and meetings, the district engages with teachers and school administrators to identify the needs of the staff as a whole and the needs of individual teachers and professional learning and support is provided to teachers and principals to improve a school's capacity to partner with families and staff is encouraged to learn about each family's strengths, cultures, languages, and goals for their children.

81% agree-strongly agree that parent and community members are treated with respect and encouraged to participate in their child's education.

100% agree-strongly agree that my school offers opportunities to engage in 2-way communication between families and educators using language that is understandable to the parent/family.

87.5% agree-strongly agree that my school offers opportunities to teachers to meet with families and students to discuss student progress and ways to work together for student success.

94% agree-strongly agree that my school provides parent workshops on student educational opportunities (AAPAC, ELAC, SAC, Coffee with the Principal, Family Engagement Nights)

50% attended 5 or more parent opportunities/parent workshops in the past year.

25% attended 3-4 parent opportunities/parent workshops in the past year.

18% attended zero parent opportunities/parent workshops in the past year.

Parents who attended zero parent opportunities at our school were asked to indicate the probable obstacles that have hindered your involvement. 37% reported that they were unable to participate due to time constraints due to work and other commitments. 12.5% indicated conflicting schedules. 6.3% report a negative parent pushing others away due to negative behavior. 6.3% report fear of judgement in a formal setting.

Extended Day: 37.5% are interested and 62.5% are not interested in having the option for my child to participate in an after-school extended day up to 6:00 pm.

Ideas from parents:

More cultural awareness and acceptance and tolerance and consequences real ones for discrimination

I will love for students to have more activities that will give them a great school environment.

Dual immersion language for all school grades

Tutoring program for students

In art, music, a literary workshop where debates about books are held and for the youngest children, reading hours with their parents at school.

IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

IHCS qualifies for (DA) Differentiated Assistance under the following areas:

Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.

Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Grade level teams will continue to analyze CAASPP, IAB, CFA, and street data to target specific areas of need, instruction will be modified to align with the identified areas of need.

ATSI Plan: Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities and will do more frequent progress monitoring for our African American Students and Students with Disabilities, conduct empathy interviews with teachers and students to develop an implement a tiered system of support which will focus on academic and behavioral support and attendance. Staff will also monitor student essential standard data trackers in math and ELA.

CALIFORNIA DASHBOARD DATA SUMMARY:



Based on our three year data of CAASPP results, CFA results, screeners, and other teacher assessments, there is a need for professional development in best first instruction, best intervention practices at tier I, tier II, and tier III, in reading and math. Our CAASPP data shows that most students are not meeting grade-level standards.

Students with Disabilities and African Americans met or exceeded significantly lower than the school average and require targeted support and intervention. Academic engagement indicators demonstrate a need to focus on chronic absenteeism across all student groups. Based on the data, there is a need for an academic coach in reading and math in addition to the academic coach already in place to coach and model best first instruction, weekly data analysis, planning fluid intervention groups and best intervention practices in order for students to master essential standards. Teacher training and collaborations, student reading interventions from a reading teacher, after-school intervention, as well as materials/supplies and technologies necessary to implement core curricular and intervention programs to target specific needs of Students with Disabilities, African American, Foster Youth, Socioeconomically Disadvantaged, English Learners and all student groups' needs.

IHCS PROVIDES OPPORTUNITIES FOR INPUT AND SCHOOL PROGRAM EVALUATION BY PROVIDING SURVEYS TO ALL EDUCATIONAL PARTNERS. IHCS SURVEYS INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

All parents, students, and staff are surveyed at the beginning and end of each school year to determine the instructional and cultural needs of the school. The Principal obtains feedback and input from parents at School Advisory Council meetings, Coffee with the Principal, and ELAC meetings to determine the school's instructional and intervention plans for students' academic and social success. The principal obtains input from Student Leadership to gather student input on needs to improve the learning environment for all students. The principal collects input from staff about needs for the instructional program priorities, intervention program, professional development, instructional and school culture needs to improve student success. The results of these surveys/input demonstrated a need for additional staff training in the implementation of California State Standards in reading and math, science, and technology integration. In addition, parental involvement is an area of increased interest in supporting academic and extra-curricular programs. ELAC parents provide input and have the opportunity at every ELAC meeting to determine interest and monitor ongoing support for English Learner students at IHCS.

## **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration conducts informal classroom observations weekly, and formal classroom observations twice per school year. During classroom observations, administration focuses and provides feedback in the areas of rigorous standards based instruction, use of adopted curriculum, and student engagement for all students. Classroom observations reveal the need for continued support for English Learner students, including SDAIE and Universal Design. Classroom observations also indicate the need to support teachers with the meaningful implementation of instructional technology, research based instruction in Math, and consistent implementation of ELD strategies. From these observations there continues to be a need and teachers would benefit from the continued support of the Academic Coach. The Academic Coach will provide support to teachers in the areas of instructional planning based on standards based curriculum and implementation of technology to support rigorous instruction. Additionally, the Academic Coach will provide after school professional development focusing on instructional strategies, student engagement, data analysis and planning.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The CAASPP, IABs/ICAs, ELPAC, district screeners, and site developed assessments are utilized to make decisions and modify instruction as needed. Essential standards are selected by all grade level teams. Grade level teams plan, instruct and assess the skills within the standard as well as mastery within the entire standard. Common formative and summative assessments are created and administered to students. Based in the results of these assessments, as well as CAASPP results, there continues to be a need for an Academic Coach to help teachers identify effective strategies, adjust classroom instruction and use assessment data in a meaningful way.

CAASPP Data - In the 2022/23 school year:

ELA groups in Red (Very Low):

Students with disabilities. 123.7 points below standard. Declined 26.1 points.

ELA groups in Orange (Low):

Socioeconomically Disadvantaged 42.8 points below standard, maintained.

Hispanic, 42.8 points below standard.

English Learners 61.8 points below standard, and declined 4.9 points.

Math groups in Orange (Low):

Hispanic: 42 points below standard, maintained.

English Learners: 61.8 points below standard, decreased 4.9 points

Socioeconomically Disadvantaged: 42.8 points below standard, maintained.

Math groups in Red(Very Low):

Students with Disabilities: 123.7 points below standard, decreased 26.1 points.

IHCS qualifies for (ATSI) Additional targeted support in the following areas:

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

IHCS qualifies for (DA) Differentiated Assistance under the following areas:

Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.

Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Grade level teams will continue to analyze CAASPP, IAB, and ICA data to target specific areas of need, instruction will be modified to align with the identified areas of need.

ATSI Plan: In addition to resources listed above, the Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The two groups that are identified for targeted support at IHCS are: Students With Disabilities and Black/African American Students. Students with Disabilities are 123.7 points below standard in ELA and 153 points below standard in Math, and have a Chronic Absenteeism

rate of 22.4% . Black/African American students are 59.7 below standard in ELA and 83.3 points below standard in Math. Black/African American Students have a very high suspension rate of 11.9% of students suspended at least one day. Black/African American students have a Chronic Absenteeism rate of 24.4% . Additional collaboration time, along with a tiered system of support to address academic, behavior and attendance concerns, will allow staff to address strategies to provide additional targeted support for all students and students with disabilities and our Black/African American student populations who are eligible for additional targeted support. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities and will do more frequent progress monitoring for our African American Students with Disabilities, conduct empathy interviews with teachers and students to develop an effective tiered system of support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers and administration use data from state assessments, site-based assessments, and grade level common assessments to monitor student progress. Grade level teams meet regularly to analyze assessment data, and use the results of assessment data to drive their instruction. The California Dashboard results indicate a need in the areas of Mathematics across all student groups. There is a need for the Academic Coach to support teachers with instruction in mathematics.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Innovative Horizons are appropriately credentialed and considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teacher professional development is an ongoing process. Teachers have received professional development in English Language Development, essential standards, common formative assessments, unwrapping standards, Language Arts curriculum, best math practices, Professional Learning Communities (PLC), AVID Elementary and Secondary. Each year Project Based Learning is reviewed with the goal of enhancing student opportunities. There continues to be a need for the Academic Coaches to provide professional development, model best practices for teachers, plan best first instruction and intervention based on student assessments.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development aligns with California State Standards implementation and charter initiatives. Student performance results on state and local assessments are also used to drive professional development topics, as well as the goals outlined within the charter for Innovative Horizons. There is a need for an Academic Coach who will train and guide teachers through effective instructional strategies and best practices. Academic coach will attend weekly grade level meetings to support the implementation of a guaranteed and viable curriculum. Teachers will also receive ongoing training in the PLC process and schoolwide AVID. In addition, Innovative will add a Literacy Coach and Math Coach to support MTSS academic system of supports. Each additional coach will model intervention for teachers and work with teachers to implement best first instruction, analyze student data and assist with next instructional/intervention steps based on student data.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

School administration and a full time Academic Coach, Literacy Coach and Math Coach will provide ongoing support and assistance to teachers. Trainings are offered once a month at staff meetings and scheduled during the day when substitute teachers are provided. New teachers are also supported through a district provided Teacher Induction program. In addition, teachers will be offered support in the science of reading and learning best practices to support students and reading.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly to analyze student data, plan differentiated instruction, interventions, extensions, and develop standards based lessons. There continues to be a need for further and ongoing collaboration. Grade level teams will be provided with time to collaborate and plan for instruction beyond contract hours.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and instructional materials are reviewed and approved by Perris Elementary School District's Educational Services Department. Curriculum is aligned to California Common Core standards. In addition to the adopted curriculum, teachers are following the PESD Unit of Study in the areas of English Language Arts and Mathematics. English Language Learners receive designated ELD instruction based on their proficiency level. California dashboard results indicate a need for an additional intervention support. Innovative will add a Literacy Coach and Math Coach to support MTSS academic system of supports. Each additional coach will model intervention for teachers and work with teachers to implement best first instruction, analyze student data and assist with next instructional/intervention steps based on student data. A school wide intervention block will be implemented to support students with academics, behavior and attendance in a tiered system of support.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Innovative Horizons provides students with required instructional minutes in all content areas. Daily schedules have been developed to maximize learning time in the classrooms. Each year the instructional minutes are reviewed and modified depending on CAASPP results. Academic coach will work with grade level teams to ensure the recommended instructional minutes are being met. There continues to be a need for the academic coach to work with grade level teams to support instructional planning that aligns across curricular areas. In addition, Innovative will add a Literacy Coach and Math Coach to support MTSS system of supports, which will take place during a school wide intervention block, and targeted intervention time and will be implemented to support students with academics, behavior and attendance in a tiered system of support.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lessons are spaced out through the district provided Units of Study. Flexibility exists within the units to provide necessary interventions for students. The master schedule is built to allow for sufficient time for students in grades 3 - 8 to attend reading intervention. Innovative will add a Literacy Coach and Math Coach to support MTSS system of supports, which will take place during a school wide intervention block, and targeted intervention time and will be implemented to support students with academics, behavior and attendance in a tiered system of support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each teacher is provided with instructional materials for every student in class. Special education students are fully mainstreamed into the general education classrooms, and use the same textbooks and materials as the general education students. Kindergarten through 8th grade materials are provided to support instruction for English Language Learners.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards-aligned instructional materials serve as our core curriculum. Intervention materials include those that supplement the core curriculum, as well as various apps and online tutorials. Dashboard data indicates, there continues to be a need for professional development

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our regular program provides students instructional services and support in the core content areas of ELA, Math, Social Studies, and Science. Additionally, English Learners receive daily instruction in English Language Development. Our instructional program provides opportunities for intervention, as well as acceleration. California state standards are used to plan instruction, and instruction is delivered through Units of Study and Project Based Learning. Each student has access to instructional technology. New devices were purchased to ensure all students had one-to-one devices with the most recent technology. Students also have access to support through supplemental math programs and other instructional applications. Technology will be inventoried and additional technology will be ordered if needed. Parents have online access to student grades and attendance in real-time through the Aeries Parent Portal platform. Supplemental programs such as Imagine Learning will be used to support math and ELA instruction and intervention. There continues to be a need for an Academic Coach to provide teacher support for all K-8 teachers. Additionally, there is a need for two additional academic coaches, one for math and one for literacy, will be hired to support students (intervention) and teachers (modeling best first instruction and intervention, planning, analyzing student data and planning next instructional steps). Tier III intervention will also be offered to middle school during sixth and seventh period of the master schedule. We will also continue to support an intervention teacher to intervene with struggling readers.



## Evidence-based educational practices to raise student achievement

District and school adopted, research-based, instructional practices to raise student achievement including Language Essentials for Teachers of Reading and Spelling (LETRS), MTSS School-Wide Tiered Intervention for behavioral, academic, and attendance support, K-8 AVID strategies, SDAIE, Speaking in Complete Sentences, Checking for Understanding, and Bell to Bell instruction. The Academic coach will continue to provide support in the implementation of these strategies. Two additional academic coaches, one for math and one for literacy, will be hired to support students (intervention) and teachers (modeling best first instruction and intervention, planning, analyzing student data and planning next instructional steps). Tier III intervention will also be offered to middle school during sixth and seventh period of the master schedule.

Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities and will do more frequent progress monitoring for our African American Students and Students with Disabilities, conduct empathy interviews with teachers and students to develop an implement a tiered system of support which will focus on academic and behavioral support and attendance. Staff will also monitor student essential standard data trackers in math and ELA.

Evidenced based strategies to address chronic absenteeism include: Attendance team, including admin, attendance clerks, and counselors and teachers, to focus groups targeting students who are chronically absent. Positive awareness campaign to bring school-wide attention, which includes setting a perfect attendance goal with the plan of never missing more than five days in a school year. Positive attendance incentive strategies include phone calls home, notes home, and the SART and SARB process will be used to promote positive attendance.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent engagement is provided in person in person, in English and Spanish, such as, how parents can help their student at home, dangers of social media and how to monitor children on the internet, dangers of vaping and support for students who may be addicted, and the importance of school attendance. In addition to, IHCS plan parent engagement nights which include, arts and music night, science night, math night, and book fairs. IHCS plans to use ELOP resources to support after school opportunities for parents with their students. Various resources are provided to support and assist under-achieving students at Innovative Horizons. District sponsored supplemental tutoring (Alternative Services) is made available to qualifying students. At the school level, we have a Student Study Team (SST) to meet the needs of under achieving students. Additionally, Innovative Horizons has two school counselors that provide programs and services for students and families and will add a reading and math academic coach to support students, staff and parents. This demonstrates a need for additional parent involvement opportunities as well as a need in the area of parent-professional development. A community liaison will also be added to our school and each school in the PESD, to support parent/student needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, teachers, and community members help in planning, evaluation, and providing direction for our program. The School Advisory Council, English Learner Advisory Committee, and African American Parent Advisory Committee meet regularly to discuss and evaluate program effectiveness. SPSA is reviewed annually by SAC committee members. Increasing opportunities for family activities and increasing parent engagement is an area of need. ELAC, AAPAC, and SAC Dates will be scheduled once a month during the school year. Parent involvement and family engagement opportunities will be discussed at ELAC, AAPAC, and SAC each month.

Title I Survey 2023-24. Surveyed parents listed the trainings and educational opportunities that have been provided to help parents assist their child in learning at home and parents listed the following trainings and educational opportunities that they attended:

52.4% attended math events/opportunities.

47% attended opportunities to help their child with reading.

42.9% attended Title I meetings.

38.1% attended informational workshops.

70% of parents state that some to most trainings, listed above, have been effective.

Surveyed parents stated how they receive information from their child's school to assist with your child in doing well a school or with home learning activities:

73.9% receive helpful information from teacher.

65.2% receive helpful information through home school connection newsletter, weekly family bulletin.

60.9% receive helpful information through school newsletter.

43.5% receive helpful information through Parent portal gradebook.

21.7% receive helpful information through school website.

78.2% find that home/school connection is effective to very effective.

95% of parents email regularly with teacher to communicate with their child's school.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Academic Coach, Intervention Teacher, Intervention Program (licenses and technology), Intervention materials, parent involvement, professional development, and after school tutoring are services provided by categorical funds that support under performing students to meet standards.

## Fiscal support (EPC)

Fiscal support is provided through Business Services at the Perris Elementary School District. The school receives EL supplemental Title I, and Supplemental Concentration.

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Involvement Process for the SPSA and Annual Review and Update are conducted regularly throughout the school year with educational partners to receive input. Lead topics include progress toward SPSA goals and progress toward LCAP goals. Topics include student achievement, student attendance, progress toward essential standards, and how to assist your student at home with academics and behavior. IHCS educational partners have a variety of ways throughout the year to be involved. Information is presented at staff meetings, leadership meetings, ELAC, AAPAC, SAC, Coffee with the Principal, Title I Nights, LCAP Engagement Meetings, and Coffee with the Principal. Educational Partners are provided information about purchases and school-wide data. Each educational partner is allowed to give input and feedback on the priorities and expenditures to be included in the SPSA. Educational partner input is provided to the administration through Google Forms, PLC notes, leadership notes, and grade-level meeting notes. English Learner Advisory Committee and African American Parent Advisory Committee provide input and advise the School Advisory Committee on the needs of English learners and African American students. All input is provided to SAC. ATSI Plan: We will also include opportunities for our Black/African American Students and Students With Disabilities, to give input in all areas of need. The development of our collaboration system will support the ongoing time to address students in need and focus on addressing the needs of our Black/African American students as well as the needs of our Students With Disabilities. Our ELAC, AAPAC SAC, and Coffee with the Principal meetings will be consistent opportunities for all parents and students to provide input aimed at addressing targeted intervention for these student populations and all students. In addition, the counseling team and administration team will work on a strategic attendance awareness plan with all staff, students, and parents, and work individually with chronically absent students. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the number of suspensions. Root cause analysis was conducted with SAC members for African American student groups and Students with Disabilities. Attendance, gaps in learning, and exposure to rigor are causes to address through professional development, strategic intervention, additional staff support in literacy and math. Counselors, administrators, and other site staff will continue to conduct empathy interviews with parents and students to gain insight into how we can better support our Africans.

ATSI Plan: The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The two groups that are identified for targeted support at IHCS are Students With Disabilities and Black/African American Students. Students with Disabilities are 97.5 points below standard in ELA and 155.8 points below standard in Math, and have a Chronic Absenteeism rate of 42.9%. Black/African American students are 135.2 points below standard in math and 57 points below standard in ELA. Black/African American Students have a very high suspension rate of 13.5%, suspended at least one day, out of 37 students. Black/African American students have a Chronic Absenteeism rate of 22.2 %.

To support our students, Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. All staff will continue to work with Solution Tree and best instructional practices, and collaboration practices, to impact student learning. We will also include opportunities for our Black/African American Students and Students

With Disabilities, to give input in all areas of need. The development of our collaboration system will support the ongoing time to address students in need, and focus on addressing the needs of our Black/African American students needs as well as the needs of our Students With Disabilities. Our ELAC, AAPAC SAC, and Coffee with the Principal meetings will be consistent opportunities for all parents and students to provide input aimed at addressing targeted intervention for these student populations and all students. In addition, the counseling team and administration team will work on a strategic attendance awareness plan with all staff, students, and parents, and work individually with chronically absent students. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the number of suspensions. Root cause analysis was conducted with SAC participants for African American student groups and Students with Disabilities. Counselors, administrators, and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities. We will do more frequent progress monitoring for our African American Students with Disabilities, and conduct empathy interviews with teachers and students to develop an effective tiered system of support for this student group.

The School Advisory Committee (SAC) members meet throughout the year to discuss the goals and implementation of activities. SAC meeting dates are the following:

SAC meeting dates for the 2023-24 school year are: August 22, September 21, October 17, November 28, January 11, February 27, March 19, May 23 and June 5.

Tentative SAC meeting dates for the 2024-25 school year are: August 29, September 26, October 29, November 14, January 30, February 27, March 27, May 29 and June 5.

ELAC meeting dates for the 2023-24 school year are: August 23, September 20, October 18, November 15, January 17, February 21, March 20, and May 15

Tentative ELAC meeting dates for the 2024-25 school year are the following: August 28, September 25, October 30, November 13, January 29, February 26, March 26, and May 28.

AAPAC meeting dates for the 2023-24 school year are the following: August 23, September 20, October 18, November 15, January 17, February 21, March 20, and May 15

Tentative AAPAC meeting dates for the 2024-25 school year are the following: August 28, September 25, October 30, November 13, January 29, February 26, March 26, and May 28.

Coffee with the Principal meeting dates for the 2023-24 school year are the following: August 23, September 20, October 18, November 15, January 17, February 21, March 20, and May 15

Tentative Coffee with the Principal meeting dates for the 2024-25 school year are the following: August 28, September 25, October 30, November 13, January 29, February 26, March 26, and May 28.

During ELAC and AAPAC meetings, the SPSA and LCAP are shared with committee members. In turn, ELAC and AAPAC committee members can be involved in providing advice to SAC. We have

two SAC parents who are also attend ELAC meetings. SAC Parents share information with ELAC that was discussed at SAC meetings. ELAC provides input which is then taken back to SAC. SAC members meet throughout the school year and discuss the progress of SPSA and LCAP goals/activities. The principal provides updates of SPSA and LCAP goals and actions. Teachers lead parent engagement nights, parent conferences and share information with parents to keep parents informed of all activities/parent engagement and family engagement opportunities at IHCS. Our front office and admin team also communicate/promote all parent involvement opportunities to all parents.

The district continues to meet with Educational Partners including parents, community members, staff members, and site administration through the LCAP Educational Partners Engagement Meetings. Additionally, additional Educational Partner meetings were held with both unions, principals, and parent committees. Input from these stakeholder meetings informs and supports the development of the LCAP, SPSA, and ELOP plans.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the Title I meetings, parent involvement workshops, ELAC, AAPAC SAC, Coffee with the principal meetings where CAASPP/Dashboard data was reviewed. Staff, parent and community expressed a continued need for additional afterschool tutoring to support struggling students in the areas of math and ELA, more opportunities for parent volunteers to volunteer inside and outside of the classroom, more opportunities to learn how to support their students at home. Areas of additional support (ATSI) include students with disabilities in ELA, math, suspension and chronic absenteeism. The review of the needs assessment revealed a need to improve math and ELA scores across all grades. Areas of additional support (ATSI) include our African American population in the areas of suspension and chronic absenteeism. Areas of Differentiated Assistance (DA) include students with disabilities in the area of suspension, ELA and math.

Based on CAASPP results, guiding coalition input, parent input, there is a need for additional professional development in the area of teaching reading, a school-wide intervention opportunity for all students, and additional support staff to model best first instruction, small group instruction/intervention, and also work directly with groups of students to increase high levels of achievement for all students. Our teachers will all be offered the opportunity to participate in the Language Essentials for Teachers of Reading and Spelling, commonly known as LETRS training which teaches the science of teaching students to read, with an emphasis on phonemic awareness and phonics. Teachers will learn what literacy skills need to be taught, why, and how to plan to teach them And they will learn the research base behind these recommendations.

In addition, IHCS has hired two additional support staff. An academic coach to focus on literacy and an academic coach who will focus on math. The two new coaches will provide a balance of working with students and teachers. They will plan with teachers, model best first instruction, model best intervention practices based on student weekly data analysis meetings, provide professional development and work with students in small groups and as members of our guiding coalition, they will help to design our Tier I, Tier II, and Tier III academic support plan.

Additionally, IHCS will implement a school-wide intervention time in 2024-25, to meet every student where they are academically and behaviorally and will have an opportunity to have their academic and behavior needs supported at Tier I, Tier II, and Tier III.

Our ELOP focus will be to provide students with extra learning opportunities to support their individual academic and behavioral needs. This will include after school and Saturday opportunities.

IHCS will continue to provide forums for all parents in ELAC , Coffee with the Principal meetings, SAC meetings, African American Parent Advisory Committee, LCAP parent surveys, and Title I parent surveys, to provide input to support ongoing support for all learners in order for all students to reach high levels of learning. In addition, IHCS will continue to provide student surveys to hear from students on how we can best support their individual needs in their daily learning at IHCS

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	3.95%	4.42%	4.58%	35	40	43
Asian	0.23%	0.33%	0.64%	2	3	6
Filipino	%	0%	0.11%	0	0	1
Hispanic/Latino	92.99%	92.15%	91.04%	823	833	854
Pacific Islander	%	0%	%	0	0	
White	2.37%	1.88%	1.92%	21	17	18
Multiple/No Response	%	0%	0.21%	0	0	2
<b>Total Enrollment</b>				885	904	938

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	78	95	90
Grade 1	85	92	99
Grade 2	93	91	95
Grade 3	96	95	96
Grade 4	99	96	106
Grade 5	99	97	98
Grade 6	94	94	100
Grade 7	120	120	124
Grade 8	121	124	130
<b>Total Enrollment</b>	885	904	938

### Conclusions based on this data:

1. Our Hispanic/Latino student group is our largest group of enrolled students.
2. Our African American and White student group are significantly smaller as compared to our Hispanic/Latino group.
3. Our enrollment numbers have remained consistent over a three year span. Our enrollment stays steady due to our application process, lottery process and we always have a waiting list if and when a student leaves IHCS.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	388	394	378	36.6%	43.8%	40.3%
Fluent English Proficient (FEP)	146	146	166	20.0%	16.5%	17.7%
Reclassified Fluent English Proficient (RFEP)	22	31		9.9%	5.67%	

### Conclusions based on this data:

1. Our percent of students who reclassified has more than doubled since 2021-2022. 2021-22 showed 5.67%, 22-23 showed 7.8% and in 2023-24 we are at 12.2% reclassified students.
2. Our current population of English Learners in 2023-24 is 369.
3. During the 2023-24 school year, 12.2% of our students reclassified. 45 students out of 369 reclassified.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	93	93	95	93	93	95	93	93	100.0	100.0	100
Grade 4	94	96	103	94	96	101	94	96	101	100.0	100.0	98.1
Grade 5	95	96	97	94	96	97	94	96	97	98.9	100.0	100
Grade 6	88	95	98	88	94	97	88	94	97	100.0	98.9	99
Grade 7	116	117	122	116	117	121	116	117	121	100.0	100.0	99.2
Grade 8	117	118	123	116	117	122	116	117	122	99.1	99.2	99.2
All Grades	605	615	636	603	613	631	603	613	631	99.7	99.7	99.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2371.	2373.	12.63	12.90	16.13	17.89	18.28	8.60	32.63	16.13	30.11	36.84	52.69	45.16
Grade 4	2440.	2432.	2426.	15.96	12.50	13.86	17.02	20.83	12.87	29.79	21.88	25.74	37.23	44.79	47.52
Grade 5	2446.	2473.	2471.	8.51	12.50	4.12	20.21	27.08	38.14	19.15	23.96	26.80	52.13	36.46	30.93
Grade 6	2506.	2470.	2494.	9.09	4.26	8.25	31.82	26.60	23.71	31.82	21.28	36.08	27.27	47.87	31.96
Grade 7	2493.	2525.	2525.	2.59	10.26	8.26	25.00	29.91	33.88	32.76	28.21	25.62	39.66	31.62	32.23
Grade 8	2530.	2524.	2560.	2.59	8.55	16.39	37.93	24.79	33.61	27.59	34.19	25.41	31.90	32.48	24.59
All Grades	N/A	N/A	N/A	8.13	10.11	11.25	25.37	24.80	25.83	29.02	24.80	28.05	37.48	40.29	34.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	10.75	10.75	64.21	59.14	63.44	25.26	30.11	25.81
Grade 4	13.83	11.46	14.85	60.64	62.50	59.41	25.53	26.04	25.74
Grade 5	6.38	15.63	6.19	76.60	59.38	78.35	17.02	25.00	15.46
Grade 6	11.36	3.19	7.22	56.82	45.74	57.73	31.82	51.06	35.05
Grade 7	5.17	9.40	12.40	61.21	63.25	67.77	33.62	27.35	19.83
Grade 8	6.03	9.40	16.39	66.38	56.41	58.20	27.59	34.19	25.41
All Grades	8.62	9.95	11.57	64.34	57.91	64.03	27.03	32.14	24.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.32	4.30	5.38	54.74	41.94	34.41	38.95	53.76	60.22
Grade 4	10.64	9.38	8.91	60.64	55.21	44.55	28.72	35.42	46.53
Grade 5	6.38	7.29	3.09	43.62	65.63	65.98	50.00	27.08	30.93
Grade 6	5.68	2.13	7.22	68.18	57.45	60.82	26.14	40.43	31.96
Grade 7	5.17	17.09	14.05	55.17	52.14	57.02	39.66	30.77	28.93
Grade 8	4.31	8.55	15.57	66.38	57.26	56.56	29.31	34.19	27.87
All Grades	6.30	8.48	9.51	58.21	54.98	53.57	35.49	36.54	36.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.47	4.30	8.60	73.68	77.42	74.19	16.84	18.28	17.20
Grade 4	7.45	8.33	11.88	72.34	69.79	69.31	20.21	21.88	18.81
Grade 5	8.51	10.42	10.31	63.83	77.08	79.38	27.66	12.50	10.31
Grade 6	17.05	9.57	8.25	69.32	75.53	74.23	13.64	14.89	17.53
Grade 7	7.76	14.53	7.44	75.00	67.52	75.21	17.24	17.95	17.36
Grade 8	12.07	10.26	13.11	71.55	72.65	75.41	16.38	17.09	11.48
All Grades	10.28	9.79	9.98	71.14	73.08	74.64	18.57	17.13	15.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.58	17.20	4.30	64.21	53.76	68.82	24.21	29.03	26.88
Grade 4	11.70	9.38	11.88	68.09	69.79	60.40	20.21	20.83	27.72
Grade 5	9.57	11.46	7.22	62.77	69.79	80.41	27.66	18.75	12.37
Grade 6	18.18	9.57	12.37	61.36	58.51	68.04	20.45	31.91	19.59
Grade 7	6.03	12.82	13.22	66.38	64.96	65.29	27.59	22.22	21.49
Grade 8	12.07	11.11	20.49	71.55	68.38	68.85	16.38	20.51	10.66
All Grades	11.28	11.91	12.04	66.00	64.44	68.46	22.72	23.65	19.49

**Conclusions based on this data:**

1. ELA: Overall, 34.91% met or exceeded standard.
2. ELA : Overall, 77.77% nearly met or did not meet standard.
3. Our goal is for all students at IHCS to be reading at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III reading intervention best practices.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	95	93	93	95	93	93	95	93	93	100.0	100.0	100
Grade 4	94	96	103	94	96	101	94	96	101	100.0	100.0	98.1
Grade 5	95	96	97	94	96	97	94	96	97	98.9	100.0	100
Grade 6	88	95	98	87	94	97	87	94	97	98.9	98.9	99
Grade 7	116	117	122	116	117	121	116	117	121	100.0	100.0	99.2
Grade 8	117	118	123	116	117	122	116	117	122	99.1	99.2	99.2
All Grades	605	615	636	602	613	631	602	613	631	99.5	99.7	99.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2398.	2396.	2381.	8.42	11.83	4.30	21.05	13.98	19.35	31.58	32.26	27.96	38.95	41.94	48.39
Grade 4	2420.	2430.	2434.	1.06	4.17	5.94	15.96	18.75	18.81	37.23	42.71	37.62	45.74	34.38	37.62
Grade 5	2411.	2450.	2478.	2.13	1.04	11.34	6.38	16.67	10.31	18.09	34.38	43.30	73.40	47.92	35.05
Grade 6	2440.	2422.	2426.	0.00	1.06	1.03	6.90	5.32	8.25	31.03	24.47	22.68	62.07	69.15	68.04
Grade 7	2430.	2452.	2474.	0.86	1.71	4.13	6.03	8.55	12.40	22.41	27.35	28.10	70.69	62.39	55.37
Grade 8	2468.	2447.	2486.	4.31	1.71	5.74	5.17	11.97	14.75	22.41	12.82	26.23	68.10	73.50	53.28
All Grades	N/A	N/A	N/A	2.82	3.43	5.39	9.97	12.40	13.95	26.74	28.38	30.74	60.47	55.79	49.92

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.37	12.90	8.60	55.79	40.86	43.01	36.84	46.24	48.39
Grade 4	5.32	4.17	10.89	45.74	53.13	46.53	48.94	42.71	42.57
Grade 5	3.19	3.13	5.15	31.91	48.96	49.48	64.89	47.92	45.36
Grade 6	2.30	1.06	3.09	47.13	37.23	32.99	50.57	61.70	63.92
Grade 7	1.72	0.00	5.79	42.24	54.70	46.28	56.03	45.30	47.93
Grade 8	3.45	6.84	9.02	49.14	46.15	54.92	47.41	47.01	36.07
All Grades	3.82	4.57	7.13	45.35	47.15	45.96	50.83	48.29	46.91

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.42	11.83	5.38	64.21	61.29	62.37	27.37	26.88	32.26
Grade 4	3.19	5.21	5.94	62.77	62.50	57.43	34.04	32.29	36.63
Grade 5	3.19	2.08	7.22	45.74	65.63	61.86	51.06	32.29	30.93
Grade 6	2.30	2.13	1.03	55.17	47.87	61.86	42.53	50.00	37.11
Grade 7	2.59	3.42	1.65	55.17	60.68	66.12	42.24	35.90	32.23
Grade 8	1.72	0.85	4.10	51.72	53.85	54.92	46.55	45.30	40.98
All Grades	3.49	4.08	4.12	55.65	58.56	60.70	40.86	37.36	35.18

**Conclusions based on this data:**

1. IHCS showed some progress in Mathematics. Fourth, 5th, 7th, and 8th grade all demonstrated increases in math. Problem-solving and modeling/data analysis are areas of need school-wide.
2. Grade 3 demonstrated a decrease of 4%, with 25% of students meeting or exceeding standards.
3. Our goal is for all students at IHCS to be at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards. Ongoing professional development will also be provided in the areas of tier I, tier II and tier III math intervention best practices.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1431.6	1424.6	1430.5	1450.5	1442.4	1442.2	1387.4	1382.9	1403.2	35	43	35
<b>1</b>	1441.3	1446.4	1452.8	1468.2	1459.0	1465.1	1413.7	1433.2	1439.9	32	37	48
<b>2</b>	1483.3	1466.9	1474.0	1493.6	1472.1	1481.7	1472.5	1461.2	1465.9	40	34	36
<b>3</b>	1486.5	1482.7	1477.1	1486.1	1487.2	1481.1	1486.4	1477.7	1472.5	45	36	40
<b>4</b>	1520.8	1522.0	1514.2	1504.7	1518.8	1517.6	1536.3	1524.8	1510.1	48	44	42
<b>5</b>	1520.3	1560.7	1534.3	1517.6	1560.0	1526.3	1522.4	1560.8	1541.9	44	42	36
<b>6</b>	1545.9	1549.3	1543.0	1536.2	1544.9	1538.9	1555.3	1553.2	1546.5	27	37	27
<b>7</b>	1549.0	1551.0	1563.7	1536.5	1549.0	1563.4	1561.0	1552.5	1563.7	47	28	42
<b>8</b>	1567.9	1563.8	1553.4	1568.3	1565.1	1559.8	1567.0	1561.9	1546.2	36	41	19
<b>All Grades</b>										354	342	325

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.43	6.98	14.29	51.43	41.86	48.57	25.71	48.84	25.71	11.43	2.33	11.43	35	43	35
<b>1</b>	3.13	0.00	10.42	31.25	35.14	35.42	46.88	56.76	45.83	18.75	8.11	8.33	32	37	48
<b>2</b>	12.50	0.00	13.89	47.50	50.00	38.89	35.00	38.24	30.56	5.00	11.76	16.67	40	34	36
<b>3</b>	2.22	5.56	15.00	46.67	33.33	22.50	42.22	50.00	35.00	8.89	11.11	27.50	45	36	40
<b>4</b>	18.75	13.64	23.81	50.00	59.09	35.71	27.08	22.73	35.71	4.17	4.55	4.76	48	44	42
<b>5</b>	18.18	42.86	22.22	31.82	38.10	55.56	40.91	19.05	19.44	9.09	0.00	2.78	44	42	36
<b>6</b>	25.93	27.03	11.11	62.96	62.16	66.67	11.11	8.11	18.52	0.00	2.70	3.70	27	37	27
<b>7</b>	21.28	32.14	38.10	46.81	39.29	47.62	27.66	25.00	14.29	4.26	3.57	0.00	47	28	42
<b>8</b>	30.56	34.15	26.32	36.11	41.46	31.58	33.33	14.63	36.84	0.00	9.76	5.26	36	41	19
<b>All Grades</b>	15.82	18.13	19.38	44.63	44.74	41.85	32.77	31.29	29.54	6.78	5.85	9.23	354	342	325

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	17.14	11.63	17.14	57.14	46.51	54.29	17.14	39.53	17.14	8.57	2.33	11.43	35	43	35
<b>1</b>	25.00	10.81	29.17	31.25	48.65	35.42	43.75	37.84	33.33	0.00	2.70	2.08	32	37	48
<b>2</b>	35.00	11.76	36.11	42.50	50.00	33.33	22.50	35.29	22.22	0.00	2.94	8.33	40	34	36
<b>3</b>	11.11	33.33	20.00	64.44	33.33	32.50	15.56	27.78	40.00	8.89	5.56	7.50	45	36	40
<b>4</b>	22.92	52.27	50.00	58.33	40.91	38.10	14.58	6.82	11.90	4.17	0.00	0.00	48	44	42
<b>5</b>	40.91	52.38	33.33	36.36	47.62	58.33	15.91	0.00	8.33	6.82	0.00	0.00	44	42	36
<b>6</b>	48.15	51.35	44.44	44.44	45.95	48.15	7.41	2.70	3.70	0.00	0.00	3.70	27	37	27
<b>7</b>	29.79	39.29	45.24	53.19	53.57	50.00	12.77	7.14	4.76	4.26	0.00	0.00	47	28	42
<b>8</b>	41.67	48.78	42.11	47.22	36.59	47.37	8.33	9.76	5.26	2.78	4.88	5.26	36	41	19
<b>All Grades</b>	29.38	35.09	34.77	49.15	44.44	43.38	17.23	18.42	17.85	4.24	2.05	4.00	354	342	325

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	37.14	20.93	17.14	60.00	76.74	77.14	2.86	2.33	5.71	35	43	35
<b>1</b>	37.50	32.43	50.00	59.38	64.86	47.92	3.13	2.70	2.08	32	37	48
<b>2</b>	37.50	20.59	36.11	60.00	79.41	52.78	2.50	0.00	11.11	40	34	36
<b>3</b>	33.33	25.00	22.50	57.78	61.11	67.50	8.89	13.89	10.00	45	36	40
<b>4</b>	52.08	36.36	38.10	45.83	61.36	59.52	2.08	2.27	2.38	48	44	42
<b>5</b>	6.82	52.38	27.78	84.09	47.62	69.44	9.09	0.00	2.78	44	42	36
<b>6</b>	18.52	16.22	33.33	77.78	83.78	62.96	3.70	0.00	3.70	27	37	27
<b>7</b>	14.89	7.14	23.81	74.47	85.71	64.29	10.64	7.14	11.90	47	28	42
<b>8</b>	22.22	26.83	36.84	72.22	63.41	57.89	5.56	9.76	5.26	36	41	19
<b>All Grades</b>	29.10	27.49	32.00	65.25	68.42	61.85	5.65	4.09	6.15	354	342	325

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	18.60	17.14	65.71	67.44	60.00	14.29	13.95	22.86	35	43	35
<b>1</b>	6.25	8.11	14.58	90.63	83.78	68.75	3.13	8.11	16.67	32	37	48
<b>2</b>	40.00	17.65	27.78	57.50	70.59	61.11	2.50	11.76	11.11	40	34	36
<b>3</b>	33.33	30.56	37.50	57.78	63.89	55.00	8.89	5.56	7.50	45	36	40
<b>4</b>	31.25	52.27	47.62	56.25	45.45	50.00	12.50	2.27	2.38	48	44	42
<b>5</b>	50.00	80.95	75.00	34.09	19.05	25.00	15.91	0.00	0.00	44	42	36
<b>6</b>	70.37	72.97	59.26	29.63	27.03	33.33	0.00	0.00	7.41	27	37	27
<b>7</b>	61.70	78.57	78.57	27.66	17.86	21.43	10.64	3.57	0.00	47	28	42
<b>8</b>	55.56	68.29	63.16	41.67	26.83	31.58	2.78	4.88	5.26	36	41	19
<b>All Grades</b>	40.96	47.37	44.92	50.56	47.08	46.77	8.47	5.56	8.31	354	342	325

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.71	0.00	5.71	80.00	97.67	85.71	14.29	2.33	8.57	35	43	35
<b>1</b>	9.38	5.41	12.50	31.25	56.76	62.50	59.38	37.84	25.00	32	37	48
<b>2</b>	7.50	11.76	2.78	80.00	50.00	63.89	12.50	38.24	33.33	40	34	36
<b>3</b>	0.00	2.78	5.00	57.78	55.56	40.00	42.22	41.67	55.00	45	36	40
<b>4</b>	22.92	9.09	2.38	52.08	61.36	64.29	25.00	29.55	33.33	48	44	42
<b>5</b>	11.36	38.10	16.67	59.09	47.62	69.44	29.55	14.29	13.89	44	42	36
<b>6</b>	22.22	8.11	3.70	59.26	62.16	62.96	18.52	29.73	33.33	27	37	27
<b>7</b>	19.15	32.14	26.19	55.32	39.29	42.86	25.53	28.57	30.95	47	28	42
<b>8</b>	22.22	21.95	15.79	44.44	39.02	31.58	33.33	39.02	52.63	36	41	19
<b>All Grades</b>	13.28	14.04	10.15	57.91	57.60	59.08	28.81	28.36	30.77	354	342	325



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.43	30.23	31.43	54.29	39.53	48.57	34.29	30.23	20.00	35	43	35
<b>1</b>	3.13	2.70	6.25	53.13	75.68	64.58	43.75	21.62	29.17	32	37	48
<b>2</b>	15.00	5.88	5.56	75.00	67.65	75.00	10.00	26.47	19.44	40	34	36
<b>3</b>	11.11	5.56	2.50	80.00	69.44	67.50	8.89	25.00	30.00	45	36	40
<b>4</b>	25.00	31.82	21.43	72.92	61.36	64.29	2.08	6.82	14.29	48	44	42
<b>5</b>	20.45	28.57	38.89	61.36	69.05	52.78	18.18	2.38	8.33	44	42	36
<b>6</b>	29.63	40.54	29.63	70.37	56.76	70.37	0.00	2.70	0.00	27	37	27
<b>7</b>	10.64	21.43	23.81	87.23	75.00	73.81	2.13	3.57	2.38	47	28	42
<b>8</b>	2.78	24.39	5.26	94.44	70.73	94.74	2.78	4.88	0.00	36	41	19
<b>All Grades</b>	14.41	21.93	18.15	72.88	64.33	66.46	12.71	13.74	15.38	354	342	325

**Conclusions based on this data:**

1. English Learners overall scores indicate an increase of 2.31% in the number of students in the Well Developed category.
2. Fifth grade showed the highest number of student scoring at Level 4 (42.86%).
3. Our goal is for all students at IHCS to be reading at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III reading intervention best practices. The Reading and Writing domain had the highest percentage of students in the Beginning category. We will continue to focus on these areas, add additional support staff, and continue professional development and implement best practices to increase student achievement.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>904</b>	<b>86.2</b>	<b>43.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Innovative Horizons Charter School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	394	43.6
<b>Foster Youth</b>		
<b>Homeless</b>	8	0.9
<b>Socioeconomically Disadvantaged</b>	779	86.2
<b>Students with Disabilities</b>	59	6.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	40	4.4
<b>Asian</b>	3	0.3
<b>Hispanic</b>	833	92.1
<b>White</b>	17	1.9

### Conclusions based on this data:

1. 43.6% of the student population are English Learners. Consistent ELD professional development for staff and parents is essential.
2. IHCS has 8 students that are homeless. 86.2% are Socioeconomically Disadvantaged. These families and students may benefit from additional support and resources.
3. 92.1% of our population is Hispanic.



# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Chronic Absenteeism Indicator is YELLOW. We will continue our plan to support positive attendance. Incentives, positive awareness campaign, SART and SARB process, parent involvement.
2. ELA indicator is ORANGE and Math is YELLOW. Continue to provide professional development in the area of math and language arts instruction.

Our goal is for all students at IHCS to be reading at grade-level by end of second grade, and also at grade-level in math by the end of second grade, in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III reading and math intervention best practices.

3. Our Suspension indicator is ORANGE. We will continue to work towards utilizing restorative practices and other means of correction for discipline issues. We will also continue to conduct empathy interviews with students who have been suspended, offer mentorship with check in check out system of support. We will also work with MTSS behavior team to implement best practices to reduce suspension and provide a school-wide intervention model to support tiered level of support for academic and behavioral needs.

# School and Student Performance Data

## Academic Performance English Language Arts

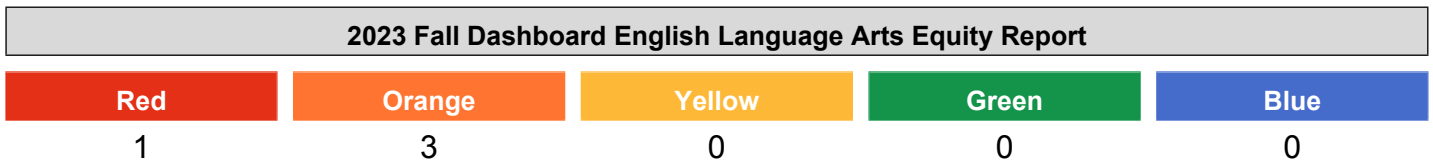
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 42 points below standard Maintained +0.2 points 611 Students	 Orange 61.8 points below standard Decreased -4.9 points 300 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 7 Students	 Orange 42.8 points below standard Maintained +0.8 points 545 Students	 Red 123.7 points below standard Decreased Significantly -26.1 points 52 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
59.7 points below standard Maintained -2.5 points 27 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42 points below standard Maintained +0.9 points 571 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard Decreased -10.1 points 225 Students	12.6 points above standard Increased +6.5 points 75 Students	38.2 points below standard Maintained -2.7 points 235 Students

**Conclusions based on this data:**

1. IHCS has 3 students groups in ORANGE: Hispanic, English Learners, and Socioeconomically Disadvantaged. Continue to provide professional development to parents to provide and support students academically.
2. Students with Disabilities group was RED. Further root cause analysis and empathy interviews with special education students and staff will be a next step.
3. Reclassified English Learners increased 6.5 points and currently 12.6 points above standard. Our goal is for all students at IHCS to be reading at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III reading intervention best practices. School-wide intervention time will be added to the 24-25 schedule to support students with academics and behaviors at all tiered levels.

# School and Student Performance Data

## Academic Performance Mathematics

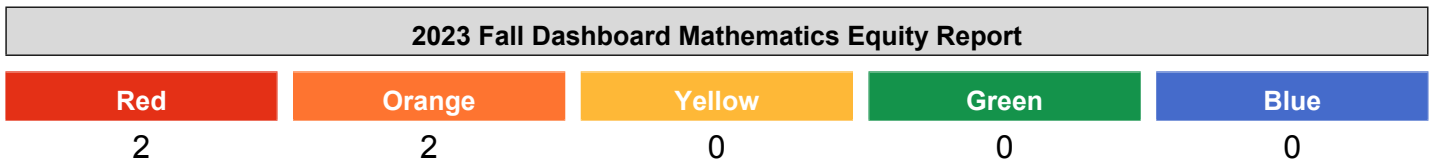
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.








This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>94.5 points below standard</p> <p>Increased +5.1 points</p> <p>609 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>108.9 points below standard</p> <p>Maintained +1.1 points</p> <p>299 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>97.3 points below standard</p> <p>Increased +3.7 points</p> <p>543 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>155 points below standard</p> <p>Maintained +0.8 points</p> <p>52 Students</p>



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>83.8 points below standard</p> <p>Increased Significantly +51.4 points</p> <p>26 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>95.6 points below standard</p> <p>Increased +3.6 points</p> <p>570 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>128 points below standard</p> <p>Decreased -6.5 points</p> <p>224 Students</p>	<p>51.9 points below standard</p> <p>Increased Significantly +21.1 points</p> <p>75 Students</p>	<p>85.8 points below standard</p> <p>Increased +9.9 points</p> <p>234 Students</p>

#### Conclusions based on this data:

1. Differentiated Assistance. Students with disabilities are in the red, very low. 155 points below standard in math. As a group they did not show progress this year. Tier II and tier III support time and support is needed.
2. African American student population had a significant increase of 51.4 points and as a school, IHCS increased 5.1 points in math.
3. Hispanic population (+3.6 points), African American population (+51.4 points), Socioeconomically Disadvantaged population (+3.7 points), all increased in math. English learners decreased 6.5 points. Reclassified English Learners increased 21.1 points. English only increased 9.9 points.  
Our goal is for all students at IHCS to perform at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III math intervention best practices. School-wide intervention time will be added to the 24-25 schedule to support students with academics and behaviors at all tiered levels.

# School and Student Performance Data

## Academic Performance English Learner Progress

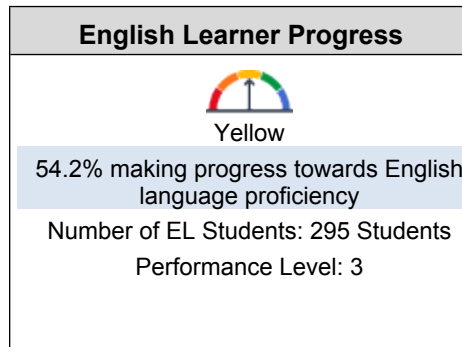
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
50	85	4	156

#### Conclusions based on this data:

1. 53% of our English Learners progressed at least one ELPI Level. Continue to provide professional development to teachers, in area of English Language Development and instructing English Learners.
2. Almost 17% of EL students decreased one ELPI Level.
3. Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas.  
Our goal is for all students at IHCS to be reading at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential

standards, tier I, tier II and tier III reading intervention best practices. School-wide intervention time will be added to the 2024-25 schedule to support students with academics and behaviors at all tiered levels.

# School and Student Performance Data

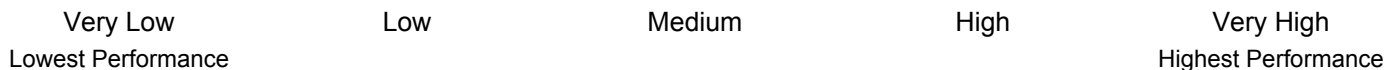
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

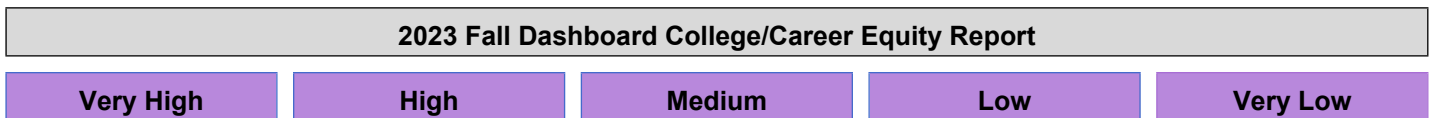
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

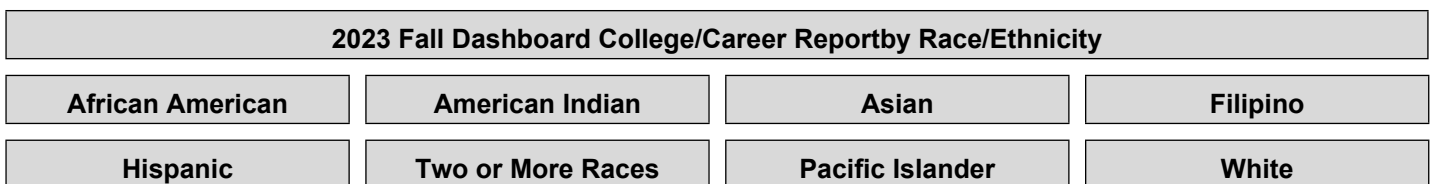
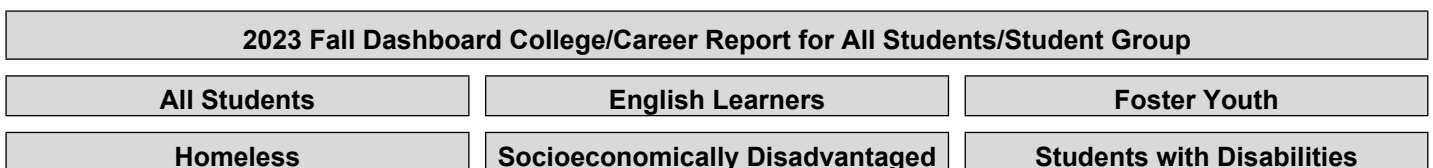
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

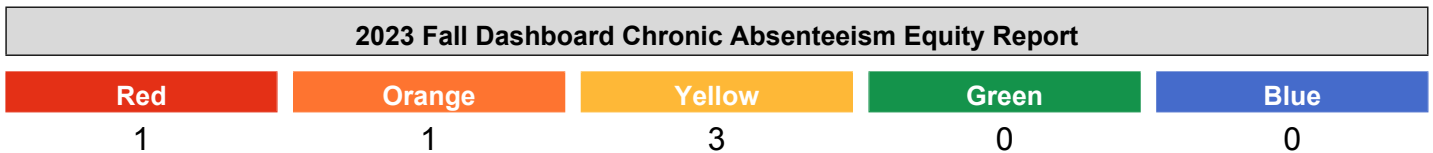
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>27.3% Chronically Absent</p> <p>Declined Significantly -11.1</p> <p>911 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>30.7% Chronically Absent</p> <p>Declined Significantly -11.9</p> <p>398 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>28.7% Chronically Absent</p> <p>Declined Significantly -10.5</p> <p>799 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>22.4% Chronically Absent</p> <p>Declined -20.5</p> <p>76 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 24.4% Chronically Absent Increased 2.2 41 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.1% Chronically Absent Declined Significantly -11.6 840 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	38.9% Chronically Absent Declined -11.1 18 Students

**Conclusions based on this data:**

- Overall, IHCS Chronically Absent rate declined significantly by 11.1 points and is YELLOW.
- All student groups declined with the exception of our African American student group which increased by 2.2 and is RED.
- English Learners and Socioeconomically Disadvantaged student groups declined significantly, over 10 points each. We will continue to build a strong MTSS team and positive and supportive culture. We will build a new schedule to include Tier I, Tier II and Tier III support for all academic and behavioral needs, including attendance and continue empathy interviews, communication with students and parents regarding importance of attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

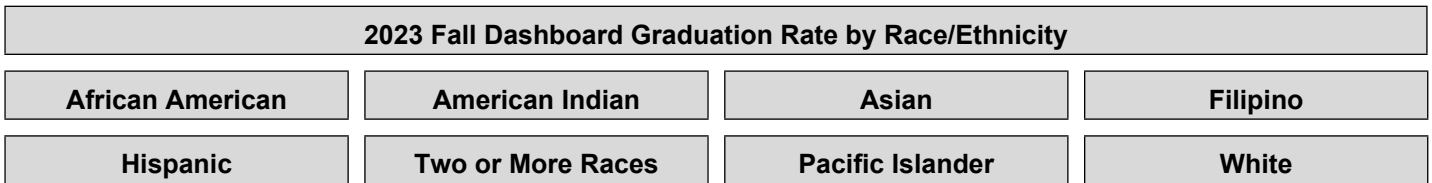
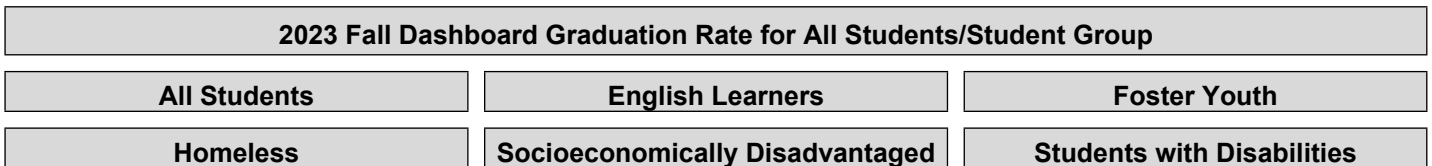
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

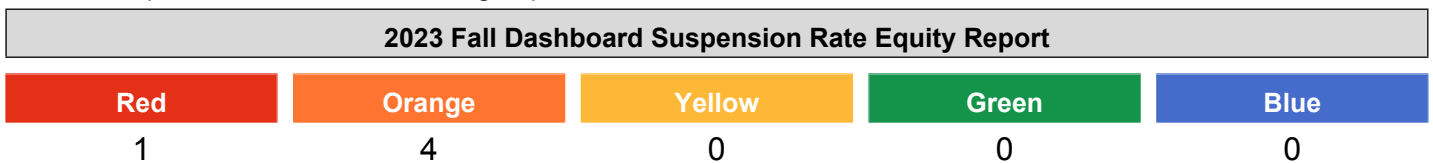
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.








This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 0.3 917 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 0.5 400 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 0.5 804 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>7.9% suspended at least one day</p> <p>Increased 6.4 76 Students</p>



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 11.9% suspended at least one day Declined -1.6 42 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4% suspended at least one day Maintained 0.1 845 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	11.1% suspended at least one day Increased 11.1 18 Students

**Conclusions based on this data:**

1. While most of our student groups increased slightly, African American student suspensions declined slightly (-1.6).
2. Students with Disabilities saw the largest increase with 7.9% suspended at least one day.
3. Continue to build a strong MTSS team and positive and supportive culture. We will continue to utilize other means of correction and restorative practices when addressing discipline issues, build mentorship/relationships with our students in need. We will also build a new schedule to include Tier I, Tier II and Tier III support for all academic and behavioral needs/support.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Increase student achievement in English Language Arts

## LEA/LCAP Goal

LEA/LCAP Goal #3 - Increase percentage of students scoring proficient or above on district and state assessments.  
LCAPGoal#5- Innovative Horizons will continue to provide multiple opportunities for parent and community members to participate and partner in the education of their students.

## Goal 1

IHCS will show a ten percent increase in English language Arts .....

Specific: Increase the percentage of students scoring proficient or above on district and state assessments in English Language Arts by 10% within the next academic year.

Measurable: Track the percentage of students scoring proficient or above on district and state assessments in math and reading at the beginning of the academic year and compare it with the percentage at the end of the academic year. Student Essential Standard Data Trackers, Common Formative Assessments and IAB data will also be used to track student progress.

Achievable: Implement targeted interventions such as additional intervention sessions, personalized student data trackers, and teacher professional development to support struggling students and improve overall academic performance.

Relevant: Improving student performance on district and state assessments is crucial for ensuring that students are meeting academic standards and are prepared for future educational and career opportunities.

Time-bound: The goal will be achieved within the next academic year, with progress measured and evaluated at regular intervals throughout the year to ensure timely adjustments and interventions are made if necessary.

## Identified Need

CAASPP ELA data from 22/23 shows that overall, 77.77% nearly met or did not meet standard. 34.91% met or exceeded standard.

This demonstrates a need for additional support staff, ongoing PD and modeling in the areas of best first instruction, best tiered intervention practices, continued targeted intervention, tutoring/after-school programs, and necessary technology and supplemental programs.

ATSI, 2024-25: IHCS qualifies for (ATSI) Additional targeted support in the following areas:

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year. (41 students in this student population).

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase. (52 students in this student population).

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

In addition to ATSI, in 2023-24, IHCS became eligible for Differentiated Assistance in the following areas: Students with disabilities and academic progress and suspension of students with disabilities.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase. (52 students in this student population)

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA /CAASPP Data IABs and ICAs California Dashboard Common Formative Assessments	CAASPP data indicates IHCS students are 42 points from standard.  African American students are 59.7 points from standard. SWD are 123.7 points from standard.	IHCS expects to increase the percentage of students meeting and exceeding standard on the ELA CAASPP assessment. Dashboard CAASPP ELA data will increase by 3 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategy/Activity 1, from Goal 1:

Supplemental Software/Apps (software licenses/apps) Purchase Supplemental technology such as hardware, software and apps to support high level of student engagement and additional learning activities for all students with an emphasis on students who are not meeting grade level standards in ELA.

SMART Goal for Purchasing Replacement Software and Hardware for Students

Specific: Purchase and implement replacement software and hardware to enhance student learning and support the school's educational technology needs.

**Measurable:** By the end of the academic year, 100% of classrooms will be equipped with the necessary updated software and hardware. This will be measured by an inventory checklist and a survey indicating teacher satisfaction with the new technology. Additionally, student engagement and performance in technology-based learning activities will increase by 20%, as measured by usage reports and standardized assessment scores.

**Achievable:** Secure funding for the purchase through the school budget. Provide professional development for teachers to effectively integrate the new technology into their instruction.

**Relevant:** Updating the school’s technology aligns with the goal of providing high-quality, modern education and ensuring all students have access to the tools they need to succeed in a digital world.

**Time-bound:** Complete the purchase and installation of all necessary software and hardware by the end of December. Carryover needed amount for purchase of student devices according to district four year plan. Provide initial training for teachers by January. Monitor and assess the impact of the new technology on teaching and learning through monthly reviews, with a final evaluation in June.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,990.94	Title I Part A: Supplemental Technology Brain Pop and Brain Pop Jr.
10,100.00	Title I Part A: Supplemental Technology Nearpod annual renewal
0	Title I Part A: Supplemental Technology PESD will replace technology for the 2024-25 school year.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity 2, from Goal 1. All students will have access to extended learning opportunities, with an emphasis of ensuring English Learner students and Students with Disabilities and our African American population have an opportunity to participate. Priority enrollment will be provided to Foster Youth and our Homeless Population. Due to our District ATSI status and Differentiated Assistance status, we will ensure that African American students and Students with Disabilities will have an opportunity to participate along with low income and foster youth student populations.

**Strategy/Activity**

Provide extended learning opportunities through an Intervention/Tutoring Program for students struggling academically.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Provide extended learning opportunities through an Intervention/Tutoring Program for students struggling academically. Extended learning opportunities will be funded by other available ELOP resources.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including a focus on foster youth, low income and students with disabilities.

#### Strategy/Activity

Building Professional Capacity. Solution Tree will work with staff to strengthen professional learning community practices including our continued learning and implementation of the four critical questions of a PLC. Areas will include essential standards, best first instruction, common formative assessments, intervention and extended learning. This strategy will be measured by classroom observation schedule, and artifacts which will include identification of essential standards, common formative assessments, student essential standard data trackers, and documentation of Friday student data talks and next steps to address mastery of essential standards.

Specific: Strengthen Professional Learning Community (PLC) practices with a focus on the continued learning and implementation of the four critical questions of a PLC. This includes improving student mastery of essential standards, enhancing the quality of first instruction, developing common formative assessments, and creating effective intervention and extended learning strategies.

Measurable: By the end of the academic year, 100% of grade-level teams will consistently apply the four critical questions during weekly PLC meetings. All teachers will develop and use common formative assessments, with student data tracked and analyzed. Improvement will be measured through weekly classroom observation schedule and the collection of artifacts, including the identification of essential standards, formative assessment data, student data trackers, and documentation of Friday student data talks with next steps for addressing mastery of essential standards. Student mastery of essential reading and math standards will increase by 15% as measured by standardized assessments.

Achievable: Provide professional development on the four critical questions, data use, and effective instructional practices. Ensure time is allocated for weekly PLC meetings, data talks, and classroom observations. Utilize instructional coaches and leadership to support teachers in the development of assessments and intervention strategies.

Relevant: Focusing on these areas aligns with the school’s mission to improve instructional quality and student outcomes, ensuring all students achieve mastery in essential reading and math standards.

Time-bound: Weekly PLC meetings and Friday data talks will begin in August. Weekly classroom observations will start in August. Monthly progress reviews will be conducted with admin team and guiding coalition.

**Full SMART Goal Statement**

By the end of the academic year, our K-8 school will strengthen Professional Learning Community (PLC) practices by continuing to implement the four critical questions: What do we want students to know and be able to do? How will we know they have learned it? How will we respond if they haven't learned it yet? How will we extend learning for those who know it? This goal will focus on improving student mastery of essential reading and math standards, enhancing the quality of first instruction, developing common formative assessments, and creating effective intervention and extended learning strategies.

Specifically, 100% of grade-level teams will consistently apply the four critical questions in weekly PLC meetings. All teachers will develop and utilize common formative assessments, track student data, and participate in weekly Friday data talks. Progress will be measured through a weekly classroom observation schedule and the collection of artifacts, including identification of essential standards, formative assessment data, student data trackers, and documentation of data talks and next steps.

To support this goal, Weekly PLC meetings and Friday data talks will commence in August, with weekly classroom observations starting in August. Monthly progress reviews will be conducted by admin team and guiding coalition. Student mastery of essential reading and math standards will improve by 15% as measured by standardized assessments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,229.00

Title I Part A: Collaboration

Collaboration Throughout the school year collaboration opportunities are made available for developing goals, targets, common formative assessments in ELA.

7,027.06

Title I Part A: Professional Development

Solution Tree PD, Dr. Dumas, Developing CFA's, aligning targets, developing essential standards.

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students All Parents

### **Strategy/Activity**

Building parental support capacity.

Parent Involvement workshop opportunities will support parents in K-8 curriculum while addressing how parents can help their student at home. This strategy will be measured by agendas and parent sign-in sheets of opportunities throughout the school year.

**Specific:** Develop and conduct a series of parent workshops to familiarize parents with the K-8 English Language Arts (ELA) curriculum and provide them with strategies to support their children's academic success at home.

**Measurable:** By the end of the academic year, at least 80% of parents will have attended at least one workshop, and 90% of attendees will report increased understanding of the ELA curriculum and confidence in supporting their children academically. This will be measured through attendance records and post-workshop surveys.

**Achievable:** Collaborate with teachers, literacy coaches, and parent volunteers to design and facilitate the workshops. Utilize school resources and schedule workshops at convenient times to maximize parent participation. Provide materials and resources in multiple languages to accommodate all parents.

**Relevant:** Enhancing parental understanding and involvement in their children's education aligns with the school's mission to foster a supportive learning community and improve student achievement in ELA.

**Time-bound:** Plan and schedule the workshops to begin in August, with one workshop held each month. Conduct follow-up surveys immediately after each workshop and at the end of the academic year to assess impact and gather feedback for continuous improvement.

### **Full SMART Goal Statement**

By the end of the academic year, our K-8 school will develop and conduct a series of parent workshops designed to familiarize parents with the English Language Arts (ELA) curriculum and provide them with strategies to support their children's academic success at home. Specifically, at least 80% of parents will attend at least one workshop, and 90% of attendees will report increased understanding of the ELA curriculum and greater confidence in supporting their children's academic efforts.

To achieve this goal, we will collaborate with teachers, literacy coaches, and parent volunteers to design and facilitate the workshops. We will utilize school resources to ensure workshops are

accessible, including scheduling them at convenient times and providing materials in multiple languages to accommodate all parents.

The workshops will begin in September, with one workshop held each month throughout the academic year. We will conduct follow-up surveys immediately after each workshop to gather feedback and measure parent satisfaction and learning outcomes. A final survey will be conducted at the end of the academic year to assess the overall impact of the workshops and identify areas for improvement.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,292.00

Source(s)

Title I Part A: Parent Involvement

Parent workshops will familiarize parents with the K-8 ELA curriculum while building capacities in other areas. Some PD opportunities will introduce state standards and literacy strategies that parents can use at home with their children. Additional trainings will provide ways to build capacities as parents support their children academically. Childcare. Interpreter.

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students, including a focus on foster youth, low income and students with disabilities.

Strategy/Activity

Professional Development: Building Professional Capacity. Solution Tree will work with staff to strengthen professional learning community practices including our continued learning and implementation of the four critical questions of a PLC. Areas will include essential standards, best first instruction, common formative assessments, intervention and extended learning, and school-wide intervention team and intervention block. This strategy will be measured by classroom observation schedule, and artifacts which will include identification of essential standards, common formative assessments and documentation of Friday student data talks and next steps to address mastery of essential standards.



**Building Professional Capacity.** Solution Tree will work with staff to strengthen professional learning community practices including our continued learning and implementation of the four critical questions of a PLC. Areas will include essential standards, best first instruction, common formative assessments, intervention and extended learning. This strategy will be measured by classroom observation schedule, and artifacts which will include identification of essential standards, common formative assessments, student essential standard data trackers, and documentation of Friday student data talks and next steps to address mastery of essential standards.

**Specific:** Strengthen Professional Learning Community (PLC) practices with a focus on the continued learning and implementation of the four critical questions of a PLC. This includes improving student mastery of essential standards, enhancing the quality of first instruction, developing common formative assessments, and creating effective intervention and extended learning strategies.

**Measurable:** By the end of the academic year, 100% of grade-level teams will consistently apply the four critical questions during weekly PLC meetings. All teachers will develop and use common formative assessments, with student data tracked and analyzed. Improvement will be measured through weekly classroom observation schedule and the collection of artifacts, including the identification of essential standards, formative assessment data, student data trackers, and documentation of Friday student data talks with next steps for addressing mastery of essential standards. Student mastery of essential reading and math standards will increase by 15% as measured by standardized assessments.

**Achievable:** Provide professional development on the four critical questions, data use, and effective instructional practices. Ensure time is allocated for weekly PLC meetings, data talks, and classroom observations. Utilize instructional coaches and leadership to support teachers in the development of assessments and intervention strategies.

**Relevant:** Focusing on these areas aligns with the school's mission to improve instructional quality and student outcomes, ensuring all students achieve mastery in essential reading and math standards.

**Time-bound:** Weekly PLC meetings and Friday data talks will begin in August. Weekly classroom observations will start in August. Monthly progress reviews will be conducted with admin team and guiding coalition.

#### Full SMART Goal Statement

By the end of the academic year, our K-8 school will strengthen Professional Learning Community (PLC) practices by continuing to implement the four critical questions: What do we want students to know and be able to do? How will we know they have learned it? How will we respond if they haven't learned it yet? How will we extend learning for those who know it? This goal will focus on improving student mastery of essential reading and math standards, enhancing the quality of first instruction, developing common formative assessments, and creating effective intervention and extended learning strategies.

Specifically, 100% of grade-level teams will consistently apply the four critical questions in weekly PLC meetings. All teachers will develop and utilize common formative assessments, track student data, and participate in weekly Friday data talks. Progress will be measured through a weekly classroom observation schedule and the collection of artifacts, including identification of essential

standards, formative assessment data, student data trackers, and documentation of data talks and next steps.

To support this goal, Weekly PLC meetings and Friday data talks will commence in August, with weekly classroom observations starting in August. Monthly progress reviews will be conducted by admin team and guiding coalition. Student mastery of essential reading and math standards will improve by 15% as measured by standardized assessments.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

31,975.00

Title I Part A: Professional Development

Strategy from Goal 1: Guiding Coalition Team will work with Dr. Dumas (contract), Solution Tree consultant. Implementation of PLC systems and processes, response to intervention, responding to the four critical questions of a PLC in addition to PD in the area of developing essential standards, learning targets, common formative assessments.

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students will be served and a special focus on strategies to support our English Learner population, African American student population, and Students with Disabilities.

Strategy/Activity

PESD ATSI Support: PESD as a district continues to qualify for Additional Targeted Support for Improvement. IHCS will continue to monitor AA and SWD in order to support district goal. In addition, IHCS qualifies for Differentiated Assistance and will continue to provide additional support for all, with an emphasis on academic and behavior support for students with disabilities, African American population, foster youth and low income populations.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Additional Targeted Support and Improvement (ATSI)

IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

IHCS qualifies for (DA) Differentiated Assistance under the following areas:

Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.

Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Grade level teams will continue to analyze CAASPP, IAB, CFA, and street data to target specific areas of need, instruction will be modified to align with the identified areas of need.

ATSI Plan: Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. This administration and counseling team will also work with staff on

restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities and will do more frequent progress monitoring for our African American Students and Students with Disabilities, conduct empathy interviews with teachers and students to develop an implement a tiered system of support which will focus on academic and behavioral support and attendance. Staff will also monitor student essential standard data trackers in math and ELA.

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Usage reports for Nearpod and Brain Pop show that all teachers are using the software on a daily basis, across all subject areas, to design lessons, quizzes, assignments, for all students in all academic areas. Teachers are able to organize curriculum, lessons, within the Nearpod platform. Solution Tree: Our K-8 teachers and guiding coalition team continue to grow our knowledge around the four critical questions of a professional learning community as we learn how to develop common formative assessments in a strategic manner, to monitor student mastery of essential standards and plan next steps of instruction with each student. Our teams have also developed essential standards student data trackers to increase student ownership of their learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

See the attached SPSA Monitoring & Evaluation Tool.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See the attached SPSA Monitoring & Evaluation Tool.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Math

## LEA/LCAP Goal

LCAP Goal #3-Increase the percentage of students scoring proficient or above on district and state assessments.  
LCAP Goal #5 Innovative Horizons will continue to provide multiple opportunities for parent and community members to participate and partner in the education of their students.

## Goal 2

Math SMART Goal:

Specific: Increase the percentage of students scoring proficient or above on district and state assessments in Math by 10% within the next academic year.

Measurable: Track the percentage of students scoring proficient or above on district and state assessments in math and reading at the beginning of the academic year and compare it with the percentage at the end of the academic year. Student Essential Standard Data Trackers, Common Formative Assessments and IAB data will also be used to track student progress.

Achievable: Implement targeted interventions such as additional tutoring sessions, personalized learning plans, and teacher professional development to support struggling students and improve overall academic performance.

Relevant: Improving student performance on district and state assessments is crucial for ensuring that students are meeting academic standards and are prepared for future educational and career opportunities.

Time-bound: The goal will be achieved within the next academic year, with progress measured and evaluated at regular intervals throughout the year to ensure timely adjustments and interventions are made if necessary.

To continue decreasing the Distance from Standard in the Math Academic Indicator, Common Core State Standards and enriched instruction will continue to be integrated to meet the learning goals of all students. In doing so, the goal is to increase 3 points in Math with a specific focus to English Language Learners, African American Learners and Students with Disabilities. Results indicate that African American Learners and Students with Disabilities and our Hispanic Population, are considered low or very low and therefore the goal is to increase student learning results by three points.

## Identified Need

CAASPP results showed that among all subgroups students scored 94.5 points away from standard. It is crucial to implement and monitor strategies to support achievement of students not meeting the standards. Maximizing instructional time such as using district curriculum, establishing an assessment system and addressing interventions for struggling students. Continued focus on strengthening instruction as well as monitoring student progress is essential. In 2022/23, IHCS became eligible for Additional Targeted Support and Improvement (ATSI) based on the data of Students with Disabilities and Black/African American student groups. There is a need to provide additional support and ongoing monitoring of these identified student groups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Data California Dashboard.	CAASPP results showed that among all subgroups students scored 94.5 below standard. African American students are 83.3 points below standard. SWD are 153 points below standard.	IHCS expects to increase the percentage of students meeting and exceeding standard on the Math CAASPP assessment. Dashboard CAASPP Math data will increase by 3 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Academic Coach to provide supplemental support and instructional strategies for new teachers in First Best Instruction in Math.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I Part A: Professional Development

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Math Program  
Imagine Learning  
Strategy/Activity 2, from Goal 2: Math Program Purchase, "Imagine Learning" supplemental math program. Program plus PD for Teachers

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	<p>Title I Part A: Supplemental Technology</p> <p>Supplemental math and ELA program "Imagine Learning" will be implemented in the 2024-25 school year. PESD funds will support the program.</p>
0	<p>Title I Part A: Intervention</p>
0	<p>Title I Part A: Parent Involvement</p> <p>Building parental support capacity.</p> <p>Parent Involvement workshop opportunities will support parents in K-8 curriculum while addressing how parents can help their student at home. This strategy will be measured by agendas and parent sign-in sheets of opportunities throughout the school year.</p> <p>Specific: Develop and conduct a series of parent workshops to familiarize parents with the K-8 English Language Arts (ELA) curriculum and provide them with strategies to support their children's academic success at home.</p> <p>Measurable: By the end of the academic year, at least 80% of parents will have attended at least one workshop, and 90% of attendees will report increased understanding of the math curriculum and confidence in supporting their children academically. This will be measured through attendance records and post-workshop surveys.</p> <p>Achievable: Collaborate with teachers, math coaches, and parent volunteers to design and facilitate the workshops. Utilize school resources and schedule workshops at</p>



convenient times to maximize parent participation. Provide materials and resources in multiple languages to accommodate all parents.

Relevant: Enhancing parental understanding and involvement in their children's education aligns with the school's mission to foster a supportive learning community and improve student achievement in math.

Time-bound: Plan and schedule the workshops to begin in August, with one workshop held each month. Conduct follow-up surveys immediately after each workshop and at the end of the academic year to assess impact and gather feedback for continuous improvement.

#### Full SMART Goal Statement

By the end of the academic year, our K-8 school will develop and conduct a series of parent workshops designed to familiarize parents with the math curriculum and provide them with strategies to support their children's academic success at home. Specifically, at least 80% of parents will attend at least one workshop, and 90% of attendees will report increased understanding of the math curriculum and greater confidence in supporting their children's academic efforts.

To achieve this goal, we will collaborate with teachers, literacy coaches, and parent volunteers to design and facilitate the workshops. We will utilize school resources to ensure workshops are accessible, including scheduling them at convenient times and providing materials in multiple languages to accommodate all parents.

The workshops will begin in August, with one workshop held each month throughout the academic year. We will conduct follow-up surveys immediately after each workshop to gather feedback and measure parent satisfaction and learning outcomes. A final survey will be conducted at the end of the academic year to assess the overall impact of the workshops and identify areas for improvement.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served and a special focus on strategies to support our English Learner population, African American student population, and Students with Disabilities.

#### Strategy/Activity

Building Capacity: Academic Coach to provide supplemental support and instructional strategies for new and returning teachers in First Best instruction in Math.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,800.00

Source(s)

Title I Part A: Professional Development

The instructional strategies will be based on Math Standards and the Framework, Academic Coach and RCOE will provide training throughout the school year. Extra duty will be provided for the classroom teacher working with the paraprofessional.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served and a special focus on (ATSI) strategies to support our English Learner population, African American student population, and Students with Disabilities.

#### Strategy/Activity

Intervention Program  
Includes tutoring, materials, supplies and staff.

Provide extended learning opportunities through an Intervention Program for at-risk students and students struggling academically including materials and supplies, extra duty staff. (i.e. Saturday Academy and after school enrichment and tutoring)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I Part A: Intervention

Provide extended learning opportunities through an Intervention Program for at-risk students and students struggling academically including materials and supplies, extra duty staff, (i.e. tutoring).

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served and a special focus on (ATSI) strategies to support our English Learner population, African American student population, and Students with Disabilities.

### Strategy/Activity

Building Professional Capacity(i.e. Professional Development/Collaboration/grade-level and vertical articulation, MTSS Academic Team)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

0

#### Source(s)

Title I Part A: Collaboration

Professional Development/Collaboration (Grant will cover 18,000.00 cost of RIVCOE Contract) Professional Development will be offered to ensure the best first instruction and practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff. These include professional development specifically tied to math.

Professional Development will be tied to collaboration and offered to ensure the best instruction and best practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff. These include professional development in Math. Teachers will focus collaboration on essential standards, unwrapping standards, sequence targets, prioritize and combine targets, develop CFA's, CFA Calendar, and provide an opportunity for vertical articulation, based on work, PD from Solution Tree and Academic Coach.

0

Title I Part A: Professional Development

Grant will cover 18,000.00 cost of RIVCOE Contract) Riverside County Office of Education will provide professional development in the area of math and the development of CFA's, aligning targets, developing essential standards.(Riverside Office of Education sought a grant to pay the cost of the contract with IHCS and RIVCOE. Available resources from this goal and additional allocations will be divided between supplemental technology for future goal of replacing student devices and teacher/staff collaboration)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students will be served and a special focus on (ATSI) strategies to support our English Learner population, African American student population, and Students with Disabilities.

Strategy/Activity

ATSI Additional Targeted Support and Improvement

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Additional Targeted Support and Improvement (ATSI)

IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

IHCS qualifies for (DA) Differentiated Assistance under the following areas:

Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.

Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Grade level teams will continue to analyze CAASPP, IAB, CFA, and street data to target specific areas of need, instruction will be modified to align with the identified areas of need.

ATSI Plan: Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities and will do more frequent progress monitoring for our African American Students and Students with Disabilities, conduct empathy interviews with teachers and students to develop an implement a tiered system of

support which will focus on academic and behavioral support and attendance. Staff will also monitor student essential standard data trackers in math and ELA.

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

See the attached SPSA Monitoring & Evaluation Tool.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

See the attached SPSA Monitoring & Evaluation Tool for additional information..

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See the attached SPSA Monitoring & Evaluation Tool for additional information.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

## Centralized Service

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in the subject areas of English Language Arts, Mathematics, and</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Coach	July 1, 2024-June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	185,692
Reading Intervention Teacher	July 1, 2024-June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	150,099

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,414
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,414

### Other Federal State and Local Funds

List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of **additional Federal Funds** included for this school: \$89,414

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$89,414

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	894	-4,398.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Additional Targeted Support and Improvement (ATSI)	0.00
Title I Part A: Collaboration	12,229.00
Title I Part A: Intervention	0.00
Title I Part A: Parent Involvement	5,292.00
Title I Part A: Professional Development	49,802.06
Title I Part A: Supplemental Technology	22,090.94

## Expenditures by Budget Reference

Budget Reference	Amount
	89,414.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Additional Targeted Support and Improvement (ATSI)	0.00
	Title I Part A: Collaboration	12,229.00
	Title I Part A: Intervention	0.00
	Title I Part A: Parent Involvement	5,292.00

	Title I Part A: Professional Development	49,802.06
	Title I Part A: Supplemental Technology	22,090.94

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,614.00
Goal 2	10,800.00

# Summary of Expenditures in this Plan

## Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
<b>Total Title I Part A Allocation Amount Specified in Form C</b>	89414	0
Title I Part A: Parent Involvement	894	-4,398.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Additional Targeted Support and Improvement (ATSI)	0.00
Title I Part A: Collaboration	12,229.00
Title I Part A: Intervention	0.00
Title I Part A: Parent Involvement	5,292.00
Title I Part A: Professional Development	49,802.06
Title I Part A: Supplemental Technology	22,090.94

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	335,791.00

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
Title I Part A : Parent Involvement	5,292.00
Title I Part A : Professional Development	49,802.06
Title I Part A : Intervention	
Title Part A : Collaboration	12,229.00
Title I Part A : Supplemental Technology	22,090.94
Title I Part A: Supplemental Materials and Supplies	
<b>Total Title I Part A : Allocation (Expended)</b>	89,414
<b>Total Title I Part A Allocation Amount Specified in Form</b>	89,414

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Andrew Candelaria	Principal
Ariana Rodriguez 1/8/2024	Parent or Community Member
Marlin Vega	Parent or Community Member
Zaira Harper	Parent or Community Member
Berenice Ambriz	Parent or Community Member
Maria Catalan	Parent or Community Member
Melodia Martinez	Classroom Teacher
Traci Goodrich	Classroom Teacher
Nichole McGaughey	Classroom Teacher
Priscilla Ruan	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Mavisol M. 5-30-23	English Learner Advisory Committee
	Other: School Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 24, 2023.

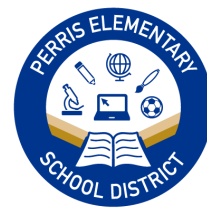
Attested:

A. Candelaria 5-30-24	Principal, Andrew Candelaria on May 30, 2024
Maribel 5-30-24	SSC Chairperson, Maribel Villarreal (SAC Chairperson) on May 30, 2024





**Innovative Horizons Charter School @ Nan Sanders  
2024-2025**



**Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar**

***Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de ESSA.***

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.

*Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:*

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente escolar.

***La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).***

*El director/la directora de la escuela o la persona que éste designe convocará reuniones anuales para informar a las familias sobre:*

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

***La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en el atardecer (ESSA Sección 1116[c][2]).***

- El director/la directora de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

***La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).***

*El director/la directora de la escuela:*

- Invitar al Comité asesor del aprendizaje del inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Proporcionar a las familias la oportunidad de hacer aportes a través de la Encuesta título I sobre la Póliza de participación familiar de la escuela y las reuniones anuales del Título I.
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurará de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

***La escuela proporciona a los padres de los estudiantes de Título I, Parte A, información oportuna sobre los programas de Título I, Parte A (ESSA Sección 1116[c)(4)[A]).***

*El director/la directora de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:*

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en anuncio electrónico afuera de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

***La escuela proporciona a los padres de los estudiantes de Título I, Parte A con una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan (ESSA Sección 1116[c][4][B]).***

*Los métodos para compartir esto incluirán:*

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela
- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)

***Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal en el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales (ESSA Sección 1116[e][3]).***

*Con la ayuda del distrito, la escuela logrará esto por medio de:*

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

***La escuela coordina e integra el Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116[e][4]).***

*El director/la directora de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:*

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Esparcir recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

***La escuela distribuye información relacionada con la escuela y los programas de padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).***

*El director/la directora de la escuela se asegurará de desarrollar y diseminar información crítica de la escuela y del estudiante a las familias.*

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
  - Póliza de participación familiar en la escuela

- Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos
- Todas las notificaciones requeridas a los padres/familias

***La escuela proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).***

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.
- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

***La escuela provee oportunidades para la participación de todos los padres del Título I, Parte A, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entiendan (Sección 1116[f] de ESSA).***

- Bandera del viernes: están agendadas en el manual para padres/estudiantes digital.
- AAPAC: Las fechas para las juntas de AAPAC para el año escolar 2024-25 serán: Agosto 28, Septiembre 25, Octubre 30, Noviembre 13, Enero 29, Febrero 26, Marzo 26, y Mayo 28.
- ELAC: Las fechas para las juntas de ELAC para el año escolar 2024-25 serán: Agosto 28, Septiembre 25, Octubre 30, Noviembre 13, Enero 29, Febrero 26, Marzo 26, y Mayo 28.
- Cafecito con el Director: Las juntas de Cafecito con el Director para el año escolar 2024-25 serán: Agosto 28, Septiembre 25, Octubre 30, Noviembre 13, Enero 29, Febrero 26, Marzo 26, y Mayo 28.
- Consejo Consultivo Escolar: Las juntas del Consejo Consultivo Escolar para el año escolar 2024-25 están agendadas para: Agosto 29, Septiembre 26, Octubre 29, Noviembre 14, Enero 30, Febrero 27, Marzo 27, Mayo 29, y Junio 5.
- Noche de Regreso a la escuela: Agosto 21, 2024, and Agosto 22, 2024
- Juntas de Título I: Agosto 21, 2024, Agosto 22, 2024, and Marzo 27, 2025
- Conferencias de Padres: Noviembre 18-22, 2024
- Casa Abierta: Marzo 27, 2025
- Noches de Aprendizaje: por determinarse
- Noche de Artes Visuales: por determinarse
- Noche de AVID: por determinarse
- Noche de STEM: por determinarse
- Talleres de CAFE: por determinarse
- Talleres de Love For Life: por determinarse

*Por favor, adjunte el Pacto de padres de familia escolar a este documento.*

Esta póliza fue adoptada por Innovative Horizons Charter School el 6 de junio del 2024 y estará en efecto hasta junio del 2025. La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa del Título I, Parte A en, o antes del 15 de agosto del 2024.

Andrew Candelaria  
6 de Junio del 2024

Departamento de Educación de California Julio de 2018

# WHAT IS A SCHOOL-PARENT COMPACT?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

- Link to goals of the school improvement plan
- Focus on student learning skills Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom



## JOINTLY DEVELOPED ?

The parents, students and staff of Innovative Horizons Charter School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

## Regularly Scheduled Events

- Friday Flag: Dates listed in the digital Student/Parent Handbook
- AAPAC / ELAC: Monthly on Wednesdays. ELAC starts at 8:30am & AAPAC at 4pm. Dates can be found on the IHCS website.
- School Advisory Council Monthly meetings at 4pm. Dates can be found on the IHCS website.
- Coffee with the Principal: Held Monthly on Wednesdays at 9:30 am.
- CABE Workshops: TBD
- Love for Life Workshops: TBD

## Building Partnerships

- Back to School Nights: August 21 2024 and August 22, 2024
- Title I Meetings: August 21, 2024, August 22, 2024, and March 27, 2025
- Parent Conferences: November 18-22, 2024
- Open House: March 27, 2025
- AVID Night: TBD
- STEM Night: TBD
- Content Area Nights: TBD
- VAPA Night: TBD

## Communication about Student Learning

Innovative Horizons Charter School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- AVID calendar or agenda
- Social Media: Twitter, Instagram, Facebook
- Updates on the school web site
- Current grade on Parent Portal
- Parent-Teacher Conferences
- Apptegy Communication Platform

Do you have questions about your child's progress? Contact your child's teacher by phone at (951) 657-0728.



# Innovative Horizons Charter School

@ Nan Sanders

# School-Parent Compact for Achievement

Innovative Horizons Charter School

@ Nan Sanders

Andrew Candelaria, Principal

<https://www.perrisesd.org/Domain/10>

(951) 657-0728

## Family Parent Pledge

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read to me every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences, Back to School Night, Open House, and Family Nights.
- Communicate the importance of education and learning to my child.
- Respect the school staff, students, and families.
- Will ensure student wears school uniform and follows dress code.

Parent/Guardian Signature \_\_\_\_\_

## Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make school accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Staff Member \_\_\_\_\_

## Student Pledge

I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and classroom W.A.V.E. expectations.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Respect my school, fellow students, teachers, and other staff.
- Wear the school uniform and follow dress code.

Student Signature \_\_\_\_\_

## Our Goals for Student Achievement

Innovative Horizons will increase at a minimum of 10% points in ELA and Math as measured by the California Dashboard.

Innovative Horizons Charter School Goals by 2025, students will demonstrate an increase in academics and student involvement.

Increase percentage of students meeting and exceeding standards on state exams.

Innovative Horizons will continue to provide multiple opportunities for parents and community members to participate and partner in the education of their students.



It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.





**Title I, Part A School-Level Parent and Family Engagement Policy**

***This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).***

- We will jointly develop with families, and distribute to families, a school Family Engagement Policy that the school and families agree.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.

*To involve parents in the Title I, Part A programs, the following practices have been established:*

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

***The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1])***

*The school principal or designee will convene annual meetings to inform families of the:*

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

***The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).***

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.



***The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).***

*The school principal will:*

- Invite input on the school plan from the English Learner Advisory Committee and the School Advisory Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, and Annual Title I Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

***The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).***

*The school principal will provide information about Title I programs to families in a timely manner by:*

- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Sending messages through the automated messaging system.

***The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c)(4)[B]).***

*Methods of sharing this will include:*

- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports

***With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).***

*With assistance from the district, the school site will accomplish this by:*

- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

***The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).***

*The school principal will form partnerships with community-based organizations and other public agencies to:*

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide training and workshops throughout the year for families.

***The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).***

*The school principal will ensure to develop and disseminate critical school and student information to families:*

- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
  - Family Engagement Policy
  - Inform parents of English learners how they can be involved in the education of their children
  - All required parent/family notifications

***The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).***

- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

***The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).***

- Friday Flag: Dates listed in the digital Student/Parent Handbook
- AAPAC: AAPAC meeting dates for the 2024-25 school year are the following: August 28, September 25, October 30, November 13, January 29, February 26, March 26, and May 28.
- ELAC: ELAC meeting dates for the 2024-25 school year are the following: August 28, September 25, October 30, November 13, January 29, February 26, March 26, and May 28.
- Coffee with the Principal: Coffee with the Principal meeting dates for the 2024-25 school year are the following: August 28, September 25, October 30, November 13, January 29, February 26, March 26, and May 28.
- School Advisory Council: SAC meeting dates for the 2024-25 school year are the following: August 29, September 26, October 29, November 14, January 30, February 27, March 27, May 29, and June 5.
- Back to School Nights: August 21, 2024, and August 22, 2024
- Title I Meetings: August 21, 2024, August 22, 2024, and March 27, 2025
- Parent Conferences: November 18-22, 2024
- Open House: March 27, 2025
- Content Area Nights: TBD
- VAPA Night: TBD
- AVID Night: TBD
- STEM Night: TBD
- CABE Workshops: TBD
- Love for Life Workshops: TBD

*Please attach the School-Parent Compact to this document.*

This policy was adopted by the Innovative Horizon Charter School on June 6, 2024 and will be in effect until June 2025.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 15, 2024.

Andrew Candelaria  
June 6, 2024

California Department of Education  
July 2018

# ¿QUÉ ES UN PACTO ENTRE LA ESCUELA Y LOS PADRES?

¿Qué es un Pacto entre la Escuela y los Padres?

Un Pacto entre la escuela y los padres para el logro académico es un acuerdo que los padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y maestros trabajarán juntos para garantizar que todos nuestros estudiantes alcancen o superen los estándares de su nivel de grado.

- Enlazado a los objetivos del plan de mejoría escolar.
- Enfocado en mejorar las habilidades de aprendizaje del estudiante.
- Describe como los maestros ayudarán a los estudiantes a desarrollar esas habilidades usando instrucción de alta calidad.
- Comparte estrategias que los padres pueden usar en el hogar.
- Explica como los maestros y los padres pueden comunicarse acerca del progreso del estudiante.
- Describe oportunidades en las cuales los padres pueden participar como voluntarios, observar, al igual que participar en el salón de clases.



## DESARROLLADO JUNTOS

Los padres, los estudiantes y el personal de la escuela autónoma Innovative Horizons desarrollaron este Pacto entre la escuela y los padres para el éxito académico. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas más específicas y los estudiantes nos dijeron que les ayudaría más a aprender. Se llevarán a cabo reuniones cada año para revisar el Pacto y hacer cambios según las necesidades de los estudiantes.

## Programas y Eventos Regulares

- **Bandera del viernes:** encuentra las fechas en el manual para padres/estudiantes digital.
- **AAPAC / ELAC:** Juntas mensuales los miércoles. ELAC empieza a las 8:30am y AAPAC a las 4PM. Fechas se encuentran en el sitio web de IHCS.
- **Consejo Consultivo Escolar:** Juntas mensuales a las 4PM. Fechas se encuentran en el sitio web de IHCS.
- **Cafecito con el Director:** Juntas mensuales los miércoles a las 9:30am.
- **Talleres CABE:** Fechas aun por determinarse
- **Talleres de Love for Life:** Fechas aun por determinarse

## Formando Alianzas

- **Noche De Regreso a la Escuela:** Agosto 21, 2024 y Agosto 22, 2024.
- **Juntas de Titulo I:** Agosto 21, 2024, Agosto 22, 2024, y Marzo 27, 2025.
- **Conferencias de Padres:** Noviembre 18-22, 24
- **Casa Abierta:** Marzo 27, 2025
- **Noche de AVID:** Aun por determinarse
- **Noche de STEM:** Aun por determinarse
- **Noche de Materias:** Aun por determinarse
- **Noche de Artes Visuales:** Aun por determinarse

## Comunicación sobre el Aprendizaje del Estudiante

La escuela autónoma Innovative Horizons se compromete a mantener una comunicación de frecuencia con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que lo alcancemos son:

- Usando una agenda de AVID
- Redes sociales: Twitter, Instagram, and Facebook
- Actualizaciones en el sitio web escolar
- Grados actuales en el Portal de Padres
- Conferencias de padres y maestros
- Plataforma de Comunicación Apptegy

¿Tiene preguntas sobre el progreso de su hijo? Póngase en contacto con el maestro de su hijo por teléfono al (951) 657-0728.



## Innovative Horizons Charter School

@ Nan Sanders

## Pacto entre la Escuela y los Padres para el éxito Académico

Innovative Horizons Charter School

@Nan Sanders

Andrew Candelaria, Director

<https://www.perris.esd.org/Domain/10>

(951) 657-0728

## Compromiso de Padres/Tutores

Acepto llevar acabo las siguientes responsabilidades:

- Proporcionar tiempo y un lugar tranquilo para tareas y monitorear el tiempo que pasa frente a la pantalla.
  - Leer y motivar a leer a mi hijo/a diariamente.
  - Comunicarme con el maestro o la escuela si tengo alguna preocupación.
  - Asegurarme que mi hijo/a asista a la escuela todos los días, que duerma adecuadamente y tenga atención medica regular y nutrición apropiada.
  - Monitorear frecuentemente el progreso de mi hijo en la escuela.
  - Participar en actividades escolares tales como tomando decisiones de la escuela, ayudar como voluntario/a y asistiendo a las conferencias de padres y maestros, Noche de Regreso a Clases, Casa Abierta, y Noches de Familia.
  - Comunicándole la importancia de la educación y de aprender a mi hijo/a.
  - Respetar al personal de la escuela, a los estudiantes y a las familias.
- Se asegurará de que el estudiante lleve el uniforme escolar y siga el código de vestimenta.

Firma del padre/tutor \_\_\_\_\_

## Compromiso de los Empleados

Acepto llevar acabo las siguientes responsabilidades:

- Proveer instrucción y currículo de alta calidad.
- Esforzarnos a motivar nuestros estudiantes a aprender.
- Tener altas expectativas y motivar a cada niño a desarrollar interés por aprender.
- Comunicarse regularmente con las familias sobre el progreso del estudiante.
- Proveer tareas significativas a diario que reforen y extiendan el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración, y trabajar constantemente con las familias y los colegas de mi escuela para hacer que la escuela sea accesible y acogedora para las familias los cuales ayudan a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, a los estudiantes, al personal y a las familias.

Firma del empleado \_\_\_\_\_

## Compromiso del Estudiante

Acepto llevar acabo las siguientes responsabilidades:

- Venir a la escuela listo para aprender y trabajar muy duro.
- Traer los materiales necesarios, terminar los trabajos de la escuela y las tareas.
- Saber y seguir las expectativas de la escuela y del salón de clases.
- Preguntar por ayuda si la necesito.
- Comunicarme regularmente con mis padres y maestros sobre mis experiencias en la escuela para que ellos me puedan ayudar a ser exitoso en la escuela.
- Respetar mi escuela, a mis compañeros, maestros y otro personal.
- Usar el uniforme escolar y seguir el código de vestimenta.

Firma de estudiante \_\_\_\_\_

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.



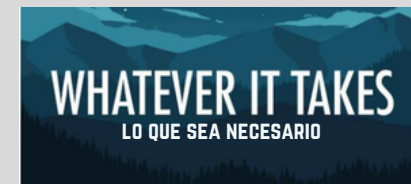
## Nuestras Metas para el Logro Académico Estudiantil

Innovative Horizons aumentará en un mínimo de 10% de puntos en ELA y Matemáticas, según lo medido por el Dashboard de California.

Los objetivos de Innovative Horizons Charter School para 2025 son que los estudiantes demostrarán un aumento académico y de participación estudiantil.

Aumentar el porcentaje de estudiantes que cumplen y superan los estándares en los exámenes estatales.

Innovative Horizons continuará brindando múltiples oportunidades para que los padres y miembros de la comunidad participen y se asocien en la educación de sus estudiantes.



# Innovative Horizons Charter School 2023-2024

## School Plan for Student Achievement: Title I Funded Program Evaluation

### Monitoring and Evaluation Tool

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	11,990.94	Strategy/Activity 1, from Goal 1: Supplemental Software/Apps (software licenses/apps) Purchase Supplemental technology such as software and apps to support the supplemental instruction of students identified as at promise of not meeting grade level standards in ELA. Brain Pop and BrainPop Jr., Lexia, Digicoach	0	BrainPop and BrainPop Jr. Licenses were purchased for a 3 year contract for the amount 14,589.19 last school year. Teachers are using math and science BrainPop consistently  Digicoach was purchased for a 2 year contract in 21-22 school year for 3,995.00 Licenses ends 11/24. Digicoach usage time does not support continuing with this program.  Lexia-this program is a five year contract and expires in 2024. Data: Lexia Cori, Grades K-5, shows that at the beginning of the year 13% of our students were at or above grade level. Current data shows that students at or above grade level has grown to 53%. A gain of 40%. Lexia Power, Grades 6-8, saw there most recent gain 20 % gain in reading comprehension	Continue based on a multiple year plan to improve student results. Based on usage and student results, we will look to increase usage time.  Digicoach usage time does not support continuing with this program.  District will fund a supplemental program for ELA and math. The program is Imagine Learning (k-6). District and IHCS will discontinue Lexia program.  IHCS will continue to fund Brain Pop.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	10,100.00	Strategy/Activity 1, from Goal 1: Nearpod Yearly subscription renewal	9,516.00	Middle School Teachers and elementary teachers use the program regularly. Teachers are able to check for understanding with student learning, in a variety of different ways. It increases student engagement.	3,000.00 dollars added to this strategy, per district. (Activity 3 and 4, which included Academic Coach and Read 180, are now supported by district budget) Continue based on level of usage and student engagement. We will continue to monitor usage and based on usage, we will consider setting a budget for next school year.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	50,983.00	Strategy/Activity 1, from Goal 1: 11% replacement of technology for the 22/23 school year. Following years, 20% will be allocated for replacements of technology. The replacement of technology is based on a 5 year cycle plan to ensure students always have current functioning technology.	0	In addition, we will purchase additional laptop computers and printers to support student learning.  We will continue to replace and update student technology each school year.	10,983.00 added to this strategy in order to replace technology for this year. (Activity 3 and 4, which included Academic Coach and Read 180, are now supported by district budget) Continue purchasing replacement technology based on a cycle plan to ensure students always have current functioning technology.

					<p>District will fund the next round of technology for students in PESD, including IHCS.</p> <p>Money from this goal will be carried over for the 2029-30 school year.</p>
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Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	0	Strategy/Activity 2, from Goal 1. Intervention Program. Provide extended learning opportunities through an intervention program for at-promise students and students struggling academically including materials and supplies, extra duty staff. (i.e. tutoring...)	0	<p>We will look to outside agencies to provide extra tutoring. Tutoring is offered during lunch. It is difficult to get teacher participation for after school tutoring for various reasons.</p> <p>This year we only had one teacher participate in the after school TIP Tutoring. No dollar amount has been spent as this program was funded through a different funding source.</p>	Seek additional agencies to provide tutoring for our students.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?



1	0	Several PD's opportunities will be offered throughout the school year. PD's may include: SEL, technology, PLC, PBL and /or AVID	0	We are implementing all programs in this strategy and we will identify which funding source was used to pay for this strategy. We are providing PD opportunities in this area, from LCAP.  SEL PD for Parents, was funded by Educators Effectiveness Block Grant.	Continue strategy and continue to be paid out of LCAP and Effectiveness Block Grant. Will be considered to be paid out of Title I money if LCAP funds are not available.
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Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	138,022.00	Strategy/Activity 3, from Goal 1. Intervention Teacher READ 180 teacher salary. To include 540.00 of materials and supplies.  Strategy/Activity 4, Goal 1: Read 180 Adoption of Read 180 Licenses required. Multimedia program that is designed to meet the specific needs of students who are reading below grade level.	0	The Reading Intervention Read180 program will now be a centralized service.  Student Headphones for intervention. We will continue to order additional books and materials and supplies, including Read 180 teacher resources, materials and supplies.  4th Grade: 80% improved Lexile score. 5th Grade: 100% improved Lexile score. 6th-8th Grade: 76% improved Lexile score. A significant number of students are improving their reading skills due to their participation in the Read 180 program.  (Activity 3 and 4, which included Academic Coach and Read 180, are now supported by district budget)	Continue based on grade level Read 180 Lexile data.  PESD will fund Read 180 program.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	540.00	Strategy/Activity 3, from Goal  Materials and supplies for intervention teacher.	0	This activity will now be a centralized service.  Materials and supplies for reading intervention teacher to support student learning.	Continue based on grade level Read 180 Lexile data.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1		Strategy/Activity 3, from Goal 1. Read 180 licenses		This activity will now be a centralized service. Read 180 licenses to support reading intervention program.	Continue based on grade level Read 180 Lexile data.

(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1		Strategy/Activity 4			

1	1,000.00	Strategy/Activity 4	In Progress	Extra duty hours for Academic Coach	
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Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	96,042.00	Strategy/Activity 4, Goal 1. Academic Coach	0	This activity will now be a centralized service.  Academic Coach provides support for new teachers and veteran teachers in all professional teaching standards areas. Academic Coach also provides support to MTSS Academic Team/Guiding Coalition.	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.  District will fund District Academic Coach.

(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	19,820.00	Strategy/Activity 5, Goal 1. Collaboration	In Progress	Collaboration throughout the school year, collaboration opportunities are made available for developing goals, targets, common formative assessments in ELA  Teachers will collaborate after school and or Saturday opportunities through June, 2024	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.  Remaining amounts will be spent from this goal/action by June 30, 2024.

(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	7,027.06	Strategy/Activity 5, Goal 1. Professional Development.	In Progress	Professional Development. Solution Tree, with Dr. Dumas, and developing CFA's, aligning targets, development and alignment of essential standards. Continue based on evidence of development of PLC process and support of new and veteran teachers documentation	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.  Strategy will continue.

(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	11,000.00	Strategy/Activity 6, Goal 1. Parent Involvement	11.000.00	Parent Involvement. Parent workshops will familiarize parents with K-8 ELA curriculum while building capacities in other areas. Some PD opportunities will introduce state standards/essential standards and literacy strategies that parents can use at home with their children. Additional trainings will provide ways to build capacities as parents support their children academically. Child care. Interpreter.	Strategy will continue. IHCS will continue to provide trainings, educational opportunities for parents.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	70,000.00	Strategy/Activity 7, from Goal 1: Building Professional Capacity(i.e. Professional development and conferences)	1,200.00	Teacher Professional Development. Guiding Coalition Team will work with Dr. Dumas, Solution Tree consultant. Conference/PD/Training in PLC systems and processes, response to intervention, responding to the four critical questions. PD in the area of developing essential standards and learning targets. Development of PLC Best Practices: Professional Development will be offered to ensure the best instruction and best practices.	Continue strategy in order to provide additional training in this program, for teachers. This additional PD and conference learning will allow staff to address strategies to provide additional targeted support for students with disabilities and

				Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff. These include professional development in ELA. Teachers will focus on essential standards, unwrapping standards, sequencing targets, prioritizing and combining targets, developing CFA's, CFA calendar.	our Black/African American student populations who are eligible for additional targeted support.  Action will continue to support teacher learning/ training in order to support student learning.
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Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
ATSI	ATSI	ATSI Plan		<p><b>ATSI Plan:</b> The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The two groups that are identified for targeted support at IHCS are: Students With Disabilities and Black/African American Students. Students with Disabilities are 97.5 points below standard in ELA and 155.8 points below standard in Math, and have a Chronic Absenteeism rate of 42.9%. Black/African American students are 135.2 points below standard in math and 57 points below standard in ELA. Black/African American Students have a very high suspension rate of 13.5%, suspended at least one day, out of 37 students. Black/African American students have a Chronic Absenteeism rate of 22.2 %.</p> <p>In order to support our students, Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. All staff will continue to work with Solution Tree and best instructional practices, collaboration practices, to impact student learning. We will also include opportunities for our Black/African American Students and Students With Disabilities, to give input in all areas of need. The development of our</p>	r

				<p>collaboration system will support the ongoing time to address students in need, and focus on addressing the needs of our Black/African American student needs as well as the needs of our Students With Disabilities. Our ELAC, AAPAC and SAC and Coffee with the principal meetings will be consistent opportunities for all parents and students to provide input aimed at addressing targeted intervention for these student populations and all students. In addition, the counseling team and administration team will work on a strategic attendance awareness plan with all staff, students and parents, and work individually with students who are chronically absent. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis will be conducted for African American student group and counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students. 54 students with disabilities. We will do more frequent progress monitoring for our students with disabilities. We have conducted a root cause analysis with our School Advisory Committee and will take next steps and have counselors and administrators conduct empathy interviews with teachers and students to develop an effective tiered system of support for this student group.</p>	
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Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	0	Strategy/Activity 1, from Goal 2: Academic Coach to provide supplemental support and instructional strategies for new teachers in first best Instruction in Math.	0	This activity will now be a centralized service.  Academic Coach provides support for new teachers and veteran teachers in all professional teaching standards areas. The Academic Coach also provides support to the MTSS Academic Team/Guiding Coalition.	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	0	Strategy/Activity 2, from Goal 2: Math Program Purchase of Dreambox. PD for Teachers	19,200.00	Mathletics is also included in this Goal and Activity. School-wide DreamBox data, date range August 11,2022-February 28,2023, Students who completed five or more lessons showed 12.94 standards growth, and an average of 83% overall progress.	Continue Mathletics based on facilitation of instruction in class and student engagement. Continue Dreambox due to math progress data.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	0	Strategy/Activity 2, from Goal 2: Professional Development-Tutoring Program using Dreambox provided by a paraprofessional under the direction of a classroom teacher. PD to support teachers with utilizing the program.	0		Continue if funds are unavailable from other sources.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	0	Title I Part A - Strategy Activity 2, from Goal 2. Implementation: Rostering, managing, troubleshooting, support and the set up of after school intervention. Extra duty would be provided for the implementation.	0	This activity was not implemented.	Will revisit should there be a need in the future.



Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	10,800.00	Title I Part A: Strategy/Activity 3, from goal 2: Building Capacity. Academic Coach to provide supplemental support and instructional strategies for new and returning teachers in First Best Instruction in Math. Professional Development in Math, from RCOE will be provided through the year.	10,800.00	Instructional strategies are based on Math Standards and the Framework. RCOE provides training throughout the school year. We are monitoring and seeing evidence of strategies from RCOE training implemented in the classroom with all students, schoolwide.	Continue RCOE math PD/training throughout the school year. Consistent professional development in this area will support teachers, improve math instruction, and impact student learning results.  IHCS received a grant and this cost will be covered by the grant in the 2024-25 school year.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	0	Strategy/Activity 4, from goal 2: Extended Learning Opportunities. Intervention Program. Includes tutoring, materials and supplies, staffing. Extra Duty, Saturday Academy after school enrichment and tutoring.	0	Saturday Academy attendance shows evidence of extended learning opportunities for all students.	Continue if other funds are not available. This activity was implemented and paid for with ELOP funds.

Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	10,000.00	Strategy/Activity 5, from goal 2: Building Professional Capacity(i.e. Collaboration/grade-level and vertical articulation, MTSS Academic Team)	0	Collaboration will be aligned to professional development in Math and offered to ensure the best instruction and best practices. Teacher collaboration will focus collaboration on essential standards, unwrapping standards, sequence targets, prioritize and combine targets, develop CFA's, CFA Calendar, and provide an opportunity for vertical articulation, based on work, PD from Solution Tree, Riverside Office of Education and Academic Coach.	This strategy was added due to the need for additional collaboration. Additional collaboration time is needed to address math standards, unwrap standards, sequence targets, prioritize targets, develop CFA's and plot CFA's strategically. This additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support.

2	8,000	Strategy/Activity 5, from goal 2: Building Professional Capacity(i.e. Professional Development	0	Academic Coach and Riverside Office of Education will provide professional development of CFA's, aligning targets, developing essential standards.	This strategy was added due to the need for additional collaboration. Additional collaboration time is needed to address math standards, unwrap standards, sequence targets, prioritize targets, develop CFA's and plot CFA's strategically. This additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student
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					populations who are eligible for additional targeted support.
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ATSI Plan	ATSI Plan	ATSI Plan		<p><b>ATSI Plan:</b> The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The two groups that are identified for targeted support at IHCS are: Students With Disabilities and Black/African American Students. Students with Disabilities are 97.5 points below standard in ELA and 155.8 points below standard in Math, and have a Chronic Absenteeism rate of 42.9%. Black/African American students are 135.2 points below standard in math and 57 points below standard in ELA. Black/African American Students have a very high suspension rate of 13.5%, suspended at least one day, out of 37 students. Black/African American students have a Chronic Absenteeism rate of 22.2 %.</p> <p>In order to support our students, Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. All staff will continue to work with Solution Tree and best instructional practices, collaboration practices, to impact student learning. We will also include opportunities for our Black/African American Students and Students With Disabilities, to give input in all areas of need. The development of our collaboration system will support the ongoing time to address students in need, and focus on addressing the needs of our Black/African American student needs as well as the needs of our Students With Disabilities. Our ELAC, AAPAC and SAC and Coffee with the principal meetings will be consistent opportunities for all parents and students to provide input aimed at addressing targeted intervention for these student populations and all students. In addition, the counseling team and administration team will work on a strategic attendance awareness plan with all staff, students and parents, and work individually with students who are chronically absent. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis will be conducted for African American student group and counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American</p>	
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				Students. 54 students with disabilities. We will do more frequent progress monitoring for our students with disabilities, conduct root cause analysis and empathy interviews with teachers and students to develop an effective tiered system of support for this student group.	
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Mr. Candelaria presented the Mid year Update, School Plan for Student Achievement (SPSA) review. SAC Committee members were able to review the plan, give input, ask questions. Mr. Candelaria stated that the district will now budget the academic coach and Read 180 program/staffing in the district budget, and as a result, 13,983 additional dollars were now added to our Title I budget. SAC committee had an opportunity to give input on how to use the additional dollars and every member voted/agreed to add the additional 13,983 dollars to Goal 1, Activity 1, Supplemental Technology/software.

Mr. Candelaria presented the 2023-2024 Comprehensive School Safety Plan to the SAC Committee. SAC Committee members were able to review the plan, give input, ask questions and SAC Committee members voted unanimously to approve the 2023-2024 Comprehensive School Safety Plan.

Updated June 4, 2024.





## Innovative Horizons Charter School

### School Plan for Student Achievement: 2023-2024

**Title I Budget: Total Allocation 425,634.00 Staffing \$248,551.00 Remaining  
Amount \$ 177,083.00**

<b>Goal</b>	<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?

1	11,990.94	Strategy/Activity 1, from Goal 1: Supplemental Software/Apps (software licenses/apps) Purchase Supplemental technology such as software and apps to support the supplemental instruction of students identified as at promise of not meeting grade level standards in ELA. Brain Pop and BrainPop Jr., Lexia, Digicoach	0	BrainPop and BrainPop Jr. Licenses were purchased for a 3 year contract for the amount 14,589.19 last school year. Teachers are using math and science BrainPop consistently  Digicoach was purchased for a 2 year contract in 21-22 school year for 3,995.00 Licenses ends 11/24. Digicoach usage time does not support continuing with this program.  Lexia-this program is a five year contract and expires in 2024. Data: Lexia Cori, Grades K-5, shows that at the beginning of the year 13% of our students were at or above grade level. Current data shows that students at or above grade level has grown to 53%. A gain of 40%. Lexia Power, Grades 6-8, saw there most recent gain 20 % gain in reading comprehension	Continue based on a multiple year plan to improve student results. Based on usage and student results, we will look to increase usage time.  Digicoach usage time does not support continuing with this program.
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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	7,100.00	Strategy/Activity 1, from Goal 1: Nearpod Yearly subscription renewal	9,516.00	Middle School Teachers and elementary teachers use the program regularly. Teachers are able to check for understanding with student learning, in a variety of different ways. It increases student engagement.	Continue based on level of usage and student engagement. We will continue to monitor usage and based on usage, we will consider setting a budget for next school year.

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1	40,000.00	Strategy/Activity 1, from Goal 1: 11% replacement of technology for the 22/23 school year. Following years, 20% will be allocated for replacements of technology. The replacement of technology is based on a 5 year cycle plan to ensure students always have current functioning technology.	0	In addition, we will purchase additional laptop computers and printers to support student learning.	Continue purchasing replacement technology based on a cycle plan to ensure students always have current functioning technology.

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1	0	Strategy/Activity 2, from Goal 1. Intervention Program. Provide extended learning opportunities through an intervention program for at-promise students and students struggling academically including materials and supplies, extra duty staff. (i.e. tutoring...)	0	<p>We will look to outside agencies to provide extra tutoring. Tutoring is offered during lunch. It is difficult to get teacher participation for after school tutoring for various reasons.</p> <p>This year we only had one teacher participate in the after school TIP Tutoring. No dollar amount has been spent as this program was funded through a different funding source.</p>	Seek additional agencies to provide tutoring for our students.

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1	0	Several PD's opportunities will be offered throughout the school year. PD's may include: SEL, technology, PLC, PBL and /or AVID	0	We are implementing all programs in this strategy and we will identify which funding source was used to pay for this strategy. We are providing PD opportunities in this area, from LCAP.  SEL PD for Parents, was funded by Educators Effectiveness Block Grant.	Continue strategy and continue to be paid out of LCAP and Effectiveness Block Grant. Will be considered to be paid out of Title I money if LCAP funds are not available.

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1	138,022.00	Strategy/Activity 3, from Goal 1. Intervention Teacher READ 180 teacher salary. To include 540.00 of materials and supplies.	19,149.87	Intervention student Headphones. We will continue to order additional books and materials and supplies, including Read 180 teacher resources, materials and supplies.  4th Grade: 80% improved Lexile score. 5th Grade: 100% improved Lexile score. 6th-8th Grade: 76% improved Lexile score.	Continue based on grade level Read 180 Lexile data.

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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	540.00	Strategy/Activity 3, from Goal 1. Read 180 540.00 supplemental materials and supplies.		Read 180 Intervention teacher supplemental materials and supplies	Continue based on grade level Read 180 Lexile data.

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1	0	Strategy/Activity 3, Goal 1: Read 180 Adoption of Read 180 Licenses required. Multimedia program that is designed to meet the specific needs of students who are reading below grade level.	0	Supplemental Technology Read 180 licenses	Continue based on reading improvement data.

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1	96,042.00	Strategy/Activity 4, Goal 1. Academic Coach		Academic Coach provides support for new teachers and veteran teachers in all professional teaching standards areas. Academic Coach also provides support to MTSS Academic Team/Guiding Coalition.	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.
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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	1,000.00	Strategy/Activity 4, Goal 1. Academic Coach		Academic Coach. Extra duty hours.	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.

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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	19,820.00	Strategy/Activity 5, from Goal 1: Building Professional Capacity(i.e.Collaboration/Conferences...)	1,200.00	Collaboration. Development of PLC Best Practices: Collaboration opportunities will be offered to ensure the best instruction and best practices. Throughout the school year teacher collaboration hours. Collaboration time is made available to classified, certificated, and administrative staff. Focus of collaboration will be: essential standards, unwrapping standards, sequencing targets, prioritizing and combining targets, developing CFA's, setting CFA Calendar, and providing an opportunity for vertical articulation, aligned to work with Solution Tree, and Academic Coach.	Continue strategy in order to provide additional training in this program, for teachers. This additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support.

<b>Goal</b>	<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	7,027.06	Strategy/Activity 5, from Goal 1: Building Professional Capacity(Professional Development/Conferences)	1,200.00	Professional Development/Conferences.  Developing CFA's, aligning targets, developing essential standards with Solution Tree, Dr. Dumas, and Academic Coach..	Continue strategy in order to provide additional training in this program, for teachers. This additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support.

<b>Goal</b>	<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?

1	5,292.00	Strategy/Activity 6, from Goal 1: Parent Involvement. Building capacities through parent involvement opportunities.	11,000	Parent Involvement opportunities will familiarize parents with K-8 ELA curriculum while building capacities in other areas. Some PD opportunities will introduce state standards and literacy strategies that parents can use at home with their children. Additional training will provide ways to build capacities as parents support their children academically.	Continue to provide parent involvement/engagement opportunities in all academic areas.  Add additional Saturday Opportunities, aligned to the PowerUp Saturday calendar.
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Goal	Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
1	70,000.00	Strategy 7 from Goal 1: Conference/PD/Training in PLC systems and processes, response to intervention, responding to the four critical questions. Collaboration/PD in the area of developing essential standards and targets.		Guiding Coalition Team will work with Dr. Dumas, Solution Tree consultant. Conferences/PD?Training in PLC systems and processes, response to intervention, responding to the four critical questions. PD in the area of developing standards and learning targets. Attend Solution Tree/PLC Conferences to continue gaining knowledge of systems and processes that respond to the four critical questions and support all students with a guaranteed and viable curriculum.	

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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
1	0	Strategy/Activity 8. ATSI Plan. Additional Targeted Support and Improvement.		<p><b>ATSI Plan:</b> The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The two groups that are identified for targeted support at IHCS are: Students With Disabilities and Black/African American Students. Students with Disabilities are 97.5 points below standard in ELA and 155.8 points below standard in Math, and have a Chronic Absenteeism rate of 42.9%. Black/African American students are 135.2 points below standard in math and 57 points below standard in ELA. Black/African American Students have a very high suspension rate of 13.5%, suspended at least one day, out of 37 students. Black/African American students have a Chronic Absenteeism rate of 22.2 %.</p> <p>In order to support our students, Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. All staff will continue to work with Solution Tree and best instructional practices, collaboration practices, to impact student learning. We will also include opportunities for our Black/African American Students and Students With Disabilities, to give input in all areas of need. The development of our collaboration system will support the ongoing time to address students in need, and focus on addressing the needs of our Black/African American student needs as well as the needs of our students in need, and focus on addressing the needs of our Black/African American student needs as well as the needs of our Students With Disabilities. Our ELAC, AAPAC and SAC and Coffee with the principal meetings will be consistent opportunities for all parents and students to provide input aimed at addressing targeted intervention for these student populations and all students. In addition, the counseling team and administration team will work on a strategic attendance awareness plan with all staff, students and parents, and work individually with students who are chronically absent. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students</p>	New

				with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities. We have conducted a root cause analysis with our School Advisory Committee and will do more frequent progress monitoring for our African American Students with Disabilities, conduct empathy interviews with teachers and students to develop an effective tiered system of support for this student group.	
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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	0	Strategy/Activity 1, from Goal 2: Academic Coach to provide supplemental support and instructional strategies for new teachers in first best Instruction in Math.	0	Academic Coach provides support for new teachers and veteran teachers in all professional teaching standards areas. The Academic Coach also provides support to the MTSS Academic Team/Guiding Coalition.	Continue based on evidence of development of PLC process and support of new and veteran teachers documentation.

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2		Strategy/Activity 2, from Goal 2: Math Program Purchase of Dreambox. PD for Teachers		Mathletics is also included in this Goal and Activity. School-wide DreamBox data, date range August 11,2022-February 28,2023, Students who completed five or more lessons showed 12.94 standards growth, and an average of 83% overall progress.	Continue Mathletics based on facilitation of instruction in class and student engagement. Continue Dreambox due to math progress data.
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2	0	Strategy/Activity 2, from Goal 2: Professional Development-Tutoring Program using Dreambox provided by a paraprofessional under the direction of a classroom teacher. PD to support teachers with utilizing the program.	0		Continue if funds are unavailable from other sources.

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2	0	Title I Part A - Strategy Activity 2, from Goal 2. Implementation: Rostering, managing, troubleshooting, support and the set up of after school intervention. Extra duty would be provided for the implementation.	0	This activity was not implemented.	Will revisit should there be a need in the future.
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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	10,800.00	Title I Part A: Strategy/Activity 3, from goal 2: Building Capacity. Academic Coach to provide supplemental support and instructional strategies for new and returning teachers in First Best Instruction in Math. Professional Development in Math, from RCOE will be provided through the year.	10,800.00	Instructional strategies are based on Math Standards and the Framework. Academic Coach and RCOE provides training throughout the school year. We are monitoring and seeing evidence of strategies from RCOE training implemented in the classroom with all students, schoolwide. Extra duty will be provided for the classroom teacher working with the paraprofessional.	Continue RCOE math PD/training throughout the school year. Consistent professional development in this area will support teachers, improve math instruction, and impact student learning results.

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2	0	Strategy/Activity 4, from goal 2: Extended Learning Opportunities. Intervention Program. Includes tutoring, materials and supplies, staffing. Extra Duty, Saturday Academy after school enrichment and tutoring.	0	Saturday Academy attendance shows evidence of extended learning opportunities for all students.	Continue if other funds are not available. This activity was implemented and paid for with ELOP funds.
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(From SPSA)	(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
2	10,000.00	Strategy/Activity 5, from goal 2: Building Professional Capacity(i.e. Professional Collaboration/grade-level and vertical articulation, MTSS Academic Team)	0	<p>Professional Development/Collaboration Professional Development will be offered to ensure the best first instruction and practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff. These include professional development specifically tied to math.</p> <p>Professional Development will be tied to collaboration and offered to ensure the best instruction and best practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff. These include professional development in Math. Teachers will focus collaboration on essential standards, unwrapping standards, sequence targets, prioritize and combine targets, develop CFA's, CFA Calendar, and provide an opportunity for vertical articulation, based on work, PD from Solution Tree and Academic Coach.</p>	<p>This strategy was added due to the need for additional collaboration.</p> <p>Additional collaboration time is needed to address math standards, unwrap standards, sequence targets, prioritize targets, develop CFA's and plot CFA's strategically.</p> <p>This additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support.</p>

2	8,000	Strategy/Activity 5, from goal 2: Building Professional Capacity(i.e. Professional Development	0	Academic Coach and Riverside Office of Education will provide professional development of CFA's, aligning targets, developing essential standards.	This strategy was added due to the need for additional collaboration. Additional collaboration time is needed to address math standards, unwrap standards, sequence targets, prioritize targets, develop CFA's and plot CFA's strategically. This additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support.
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ATSI Plan	ATSI Plan	ATSI Plan		<p><b>ATSI Plan:</b> The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). The two groups that are identified for targeted support at IHCS are: Students With Disabilities and Black/African American Students. Students with Disabilities are 97.5 points below standard in ELA and 155.8 points below standard in Math, and have a Chronic Absenteeism rate of 42.9%. Black/African American students are 135.2 points below standard in math and 57 points below standard in ELA. Black/African American Students have a very high suspension rate of 13.5%, suspended at least one day, out of 37 students. Black/African American students have a Chronic Absenteeism rate of 22.2 %.</p> <p>In order to support our students, Additional collaboration time will allow staff to address strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. All staff will continue to work with Solution Tree and best instructional practices, collaboration practices, to impact student learning. We will also include opportunities for our Black/African American Students and Students With Disabilities, to give input in all areas of need. The development of our collaboration system will support the ongoing time to address students in need, and focus on addressing the needs of our Black/African American student needs as well as the needs of our</p>	
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				<p>Students With Disabilities. Our ELAC, AAPAC and SAC and Coffee with the principal meetings will be consistent opportunities for all parents and students to provide input aimed at addressing targeted intervention for these student populations and all students. In addition, the counseling team and administration team will work on a strategic attendance awareness plan with all staff, students and parents, and work individually with students who are chronically absent. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Root cause analysis was conducted with SAC participants for African American student group and Students with Disabilities. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can better support our African American Students and Students with Disabilities. We have conducted a root cause analysis with our School Advisory Committee and will do more frequent progress monitoring for our African American Students with Disabilities, conduct empathy interviews with teachers and students to develop an effective tiered system of support for this student group.</p>	
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