

New Horizons Charter Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Richard Thomas, Executive Administrator/Principal

 Principal, New Horizons Charter Academy

About Our School

I am thrilled to serve as the Executive Director/Principal of New Horizons Charter Academy. New Horizons Charter Academy celebrated several accomplishments last year (thanks to you), and we are geared up to keep the momentum going as we create new memories, reach for new goals, and accomplish new challenges. Students have access to a rigorous curriculum with highly qualified and professional teachers and staff. NHCA has earned a reputation of academic excellence through the hard work of our students, teachers, parents, and staff. NHCA supports a wide array of exemplary academic and social opportunities for all students. NHCA offers a safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others. We are proud of the accomplishments of our school and are excited to share our New Horizons Charter Academy Pride in the upcoming year. It is a privilege to lead this learning community during a time of incredible change and tremendous possibilities. Our challenge is to embrace the future of the 21st century, Common Core State Standards and assure that our students are properly prepared to become leaders in this exciting new world. In order to accomplish this monumental task we must provide the following: a high level of personalization in every aspect of a students' K-8 experience, a proud recognition for individual and group accomplishments as well as for diligence and hard work, and, an unwavering commitment to the development of character and civic responsibility in our young people. To our students, I ask that you reflect on your goals and strive not only to pursue personal excellence but also to demonstrate your perseverance and integrity. Know that all staff is here to support and encourage you as you explore different possibilities and grow as learners. Remember that with these opportunities, comes both a personal and collective responsibility to be supportive of one another. I will count on you to go beyond tolerance and treat all members of our community with respect. A school that aspires to greatness can expect no less. Our staff at NHCA encourages our students to continue the road to excellence by challenging themselves as students to acquire and re ne three key characteristics that I believe are essential for success at school, in your future career, and in life: self-advocacy, the ability to connect social justice with student aspirations, and selflessness. When students advocate for themselves, they learn how to participate in their own lives by sharing ideas, joining clubs, pushing each other to reach your goals. Follow your dreams and face your fears. One of the mechanisms for success is the ability to develop resiliency. It is an essential skill because, let's face it, life is not always fair. You may not always earn the grade you desire, and you may not always earn a spot on a team, win an election, or control others' decisions. Muhammad Ali said, "I never thought of losing, but now that it's happened, the only thing is to do it right. That's my obligation to all the people who believe in me. We all have to take defeats in life."

You have more potential for success if we work as a team, look out for each other, help each other (even those we do not know), and act for the good of the whole. This may mean someone else may be called on, chosen, or up to bat; however, when it is for the good of the whole, we all win! To all parents, your role is vital. I encourage you to stay involved in your child's education by joining the NHCA Parents-In-Action (PIA) or other parent groups of interest. By working together and remaining involved, parents send a clear message about the importance of their child's education.

About Our School

Please support your NHCA students by giving guidance on how to be a self-advocate, resilient and remind your student to do what is best for all. We encourage students to begin with the end in mind. Please remember the importance of discipline, commitment, and sacrifice, as components of success. If these components are practiced regularly, students will find themselves at the promotion from one grade to the next, ending one chapter of life's journey, and beginning a new one. You are capable! Work hard, follow your dreams, create positive memories and be an active learner. I am extremely proud of our dedicated, experienced staff. As demands and complexities of teaching children increase, it becomes more evident that we all need to work together to insure that our children reach their potential. I believe that all of us - the school and the community - must work together in an extended family environment to insure success for all our students. I believe it is everyone's responsibility to empower children with the creative, intellectual, and decision-making skills necessary for them to become academically, socially, physically, and emotionally successful and responsible. With that in mind, you are invited to be an active participant at New Horizons Charter Academy. All parents are encouraged to be involved! Research on schools clearly demonstrates that parent participation in their child's school coincides with a greater likelihood of academic success for their child.

Contact

*New Horizons Charter Academy
5955 Lankershim Blvd.
North Hollywood, CA 91601-1006*

*Phone: 818-655-9602
Email: rthomas@nhcharteracademy.com*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	New Horizons Charter Academy
Street	5955 Lankershim Blvd.
City, State, Zip	North Hollywood, Ca, 91601-1006
Phone Number	818-655-9602
Principal Administrator/Principal	Richard Thomas, Executive
Email Address	rthomas@nhcharteracademy.com
Website	http://nhcharteracademy.com
County-District-School (CDS) Code	19647330128371

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

New Horizons Charter Academy (NHCA) is committed to providing our students with a comprehensive education that will give them the skills to succeed in the 21st century. These skills include the ability to think critically, work collaboratively, and tackle challenges using creativity and technology.

NHCA employs a range of educational strategies, programs, and tools to motivate, engage, support, and challenge students. We expect all graduates to be college-prepared and career ready.

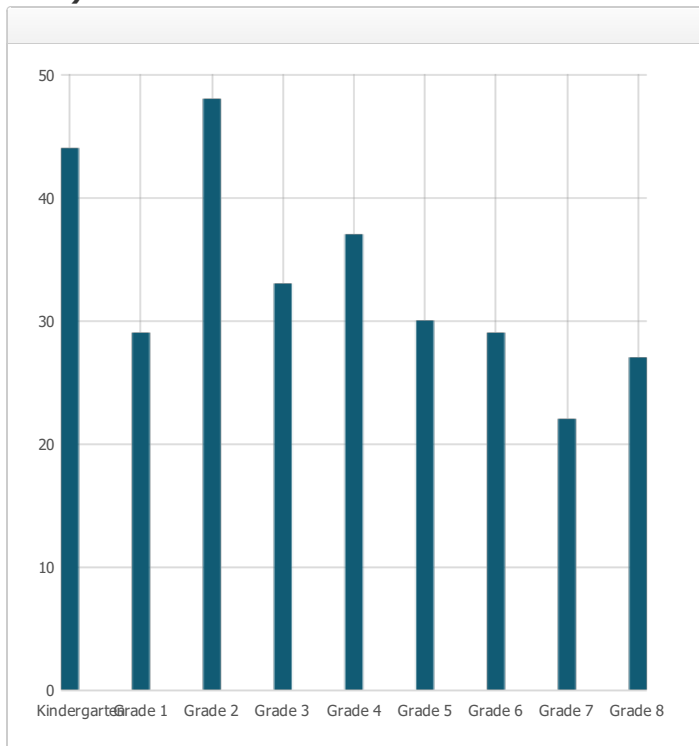
Our school is open to ALL children and we are committed to serving a student body that reflects our local community. We accept all students who want to attend and will meet all their individual learning needs. If there are more students who want to attend than there are seats available, we will use a lottery to randomly select students.

NHCA shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	29
Grade 2	48
Grade 3	33
Grade 4	37
Grade 5	30
Grade 6	29
Grade 7	22
Grade 8	27
Total Enrollment	299



Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	8.00 %
American Indian or Alaska Native	%
Asian	2.00 %
Filipino	2.00 %
Hispanic or Latino	64.50 %
Native Hawaiian or Pacific Islander	%
White	23.40 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.90 %
English Learners	25.10 %
Students with Disabilities	9.00 %
Foster Youth	1.00 %
Homeless	%

A. Conditions of Learning

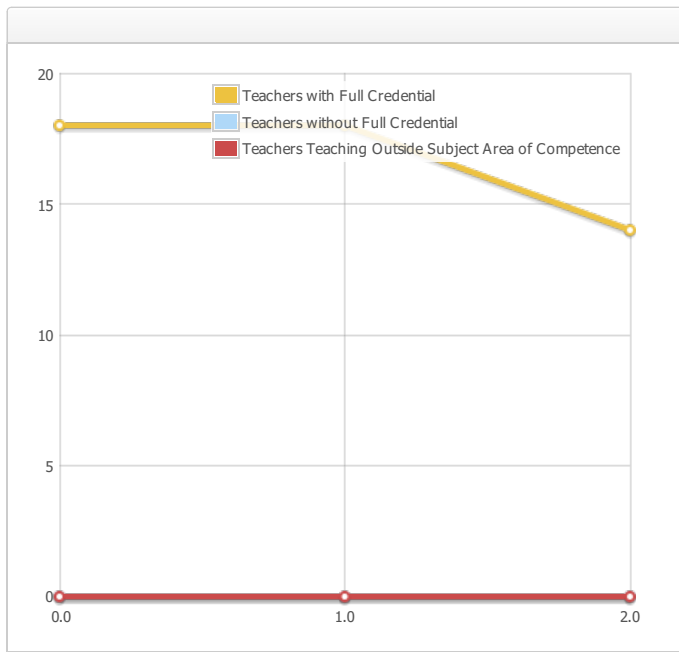
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

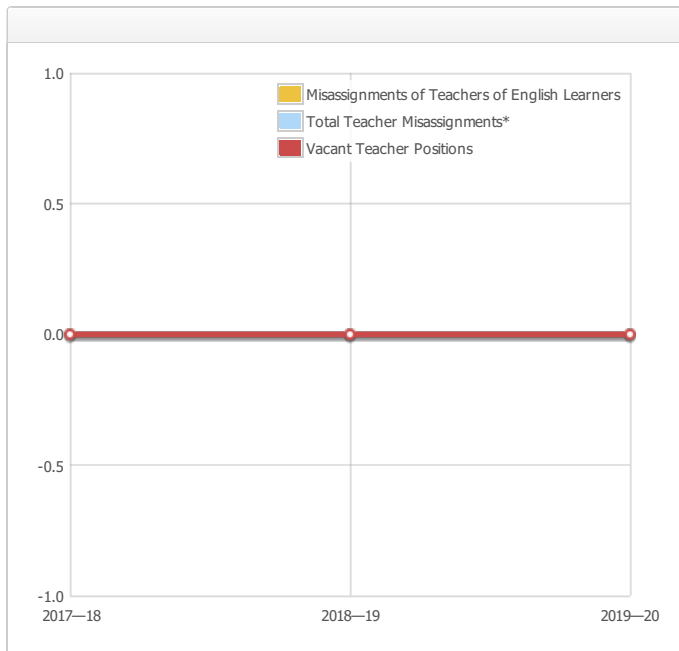
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	18	18	14	14
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6th: McGraw-Hill Wonders and EL Companion 7th-8th: Pearson Realize and EL Companion Digital Supplements: Freckle, Raz-Kids	Yes	0.00 %
Mathematics	TK-8th: Pearson EnVision and Realize Digital Supplements: Freckle	Yes	0.00 %
Science	TK-8th: FOSS, McGraw-Hill Inspire Science (TK-5th) and iScience (6th-8th) Digital Supplements: Discovery Education	Yes	0.00 %
History-Social Science	TK-5th: Pearson 6th-8th: Discovery Education Techbooks	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

On 7/13/2016 New Horizons Charter Academy received a score of 100% (Exemplary) overall on the Facilities Inspection Tool Rubric. There are no planned facilities improvements at this time.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2016

Overall Rating	Exemplary
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Last updated: 1/14/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	45.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	38.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/14/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	182	173	95.05%	4.95%	44.51%
Male	109	105	96.33%	3.67%	39.05%
Female	73	68	93.15%	6.85%	52.94%
Black or African American	15	15	100.00%	0.00%	20.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	119	114	95.80%	4.20%	42.11%
Native Hawaiian or Pacific Islander					
White	41	38	92.68%	7.32%	57.89%
Two or More Races					
Socioeconomically Disadvantaged	154	147	95.45%	4.55%	42.18%
English Learners	88	82	93.18%	6.82%	39.02%
Students with Disabilities	21	19	90.48%	9.52%	21.05%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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

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

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

Last updated: 1/14/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	182	175	96.15%	3.85%	37.71%
Male	109	106	97.25%	2.75%	39.62%
Female	73	69	94.52%	5.48%	34.78%
Black or African American	15	15	100.00%	0.00%	26.67%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	119	114	95.80%	4.20%	32.46%
Native Hawaiian or Pacific Islander					
White	41	40	97.56%	2.44%	50.00%
Two or More Races					
Socioeconomically Disadvantaged	154	149	96.75%	3.25%	35.57%
English Learners	88	84	95.45%	4.55%	36.90%
Students with Disabilities	21	19	90.48%	9.52%	15.79%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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

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

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

Last updated: 1/14/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

Last updated: 1/14/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

K-8 School - Not Applicable

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.10%	25.80%	12.90%
7	28.60%	14.30%	9.50%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are encouraged to get involved New Horizons Charter Academy learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are always invited to help chaperone field trips and attend school-sponsored events. We provide a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These include: • Back-to-School Night • Open House • Career Day • Promotion activities • Parent education training and/or workshops • Parent In Action Committee • Parent Monthly Meetings. The Parent In Action Committee meets every other Wednesday. Parent Monthly Meetings are held once a month. Parent Workshops are held each month on various topics. Parents have access via the Parent Portal in Illuminate Student Information System. The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan: • School Site Council • English Language Advisory Council. School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats: • OneCALL Computerized Phone System • School web site • School Mobile App • School and/or Class newsletters • Flyers • Letters • New Student Orientations • Teacher-specific Class Dojo. Parents seeking more information about becoming an active member in the school community may contact the Executive Director/Principal or Assistant Principal at (818) 655-9602.

State Priority: Pupil Engagement

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

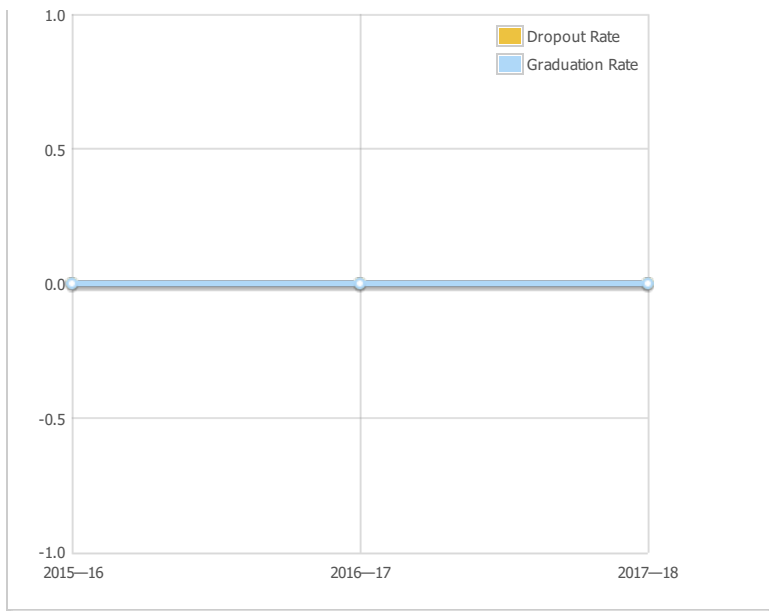
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	13.70%	9.70%
Graduation Rate	0.00%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	0.00%	0.00%	79.70%	96.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/14/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.90%	2.00%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan. The Comprehensive School Site Safety Plan was developed for New Horizons Charter Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2019-20 school year. The New Horizons Charter Academy Board of Directors reviews the safety plans annually by March 1. The plan was most recently updated and reviewed in July 2019.

Last updated: 1/14/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		2	1
1	19.00	2		
2	21.00	1	1	
3	20.00	1	1	
4	27.00		1	
5	27.00		1	
6	24.00		1	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	2		
1	25.00		2	
2	17.00	2		
3	23.00		2	
4	18.00	2		
5	26.00		1	
6	24.00		1	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1	15.00	2		
2	24.00		2	
3	16.00	2		
4	19.00	2		
5	15.00	2		
6	29.00		1	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/14/2020

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

Title	Ratio**
Counselors*	0.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/14/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14520.00	\$2927.00	\$11593.00	\$58586.00
District	N/A	N/A	\$14113.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

For the 2018-19 school year, New Horizons Charter Academy received federal and state aid for categorical, special education, and other support programs including:

Beginning Teacher Support and Assessment (BTSA)

Child Nutrition

Counseling

Education Protection Act (EPA)

Local Control Funding Formula (LCFF)

Occupational Therapist

PCSGP Implementation Grant

School Psychologist

Special Education

Speech Therapist

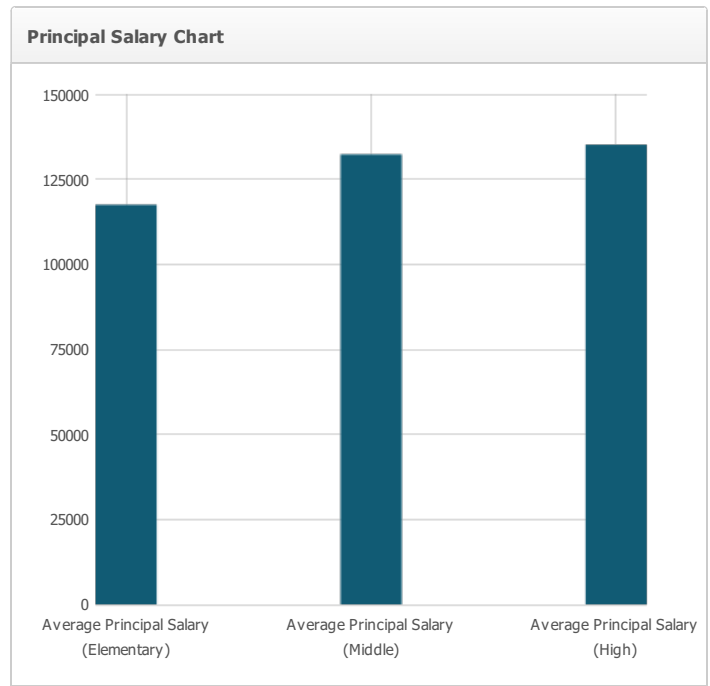
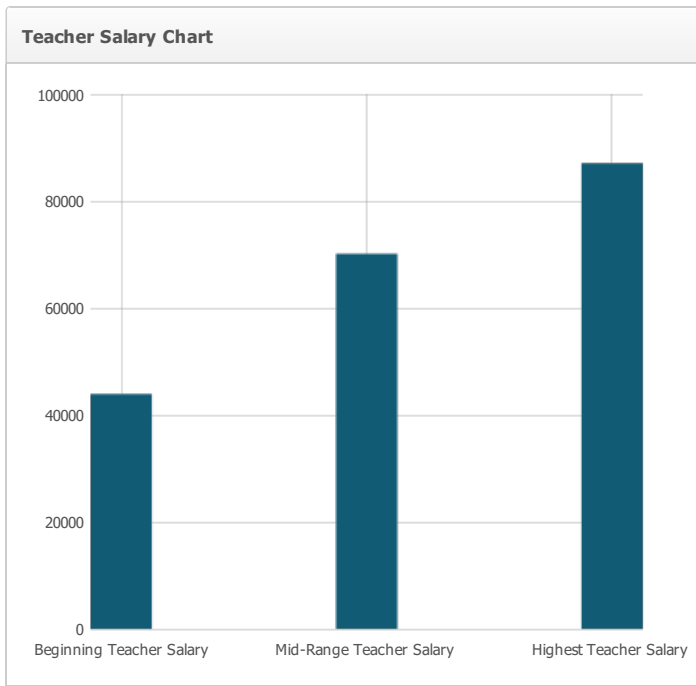
State Facility Grant

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/14/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/14/2020