

New Horizons Charter Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	5955 Lankershim Blvd. North Hollywood, CA , 91601-1006	Principal:	Richard Thomas, Executive Administrator/Principal
Phone:	(818) 655-9602	Grade Span:	K-8

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

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 ensure 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

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan

Email Address megan.reilly@lausd.net
Website www.lausd.net

School Contact Information (School Year 2021—2022)

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

Last updated: 1/29/22

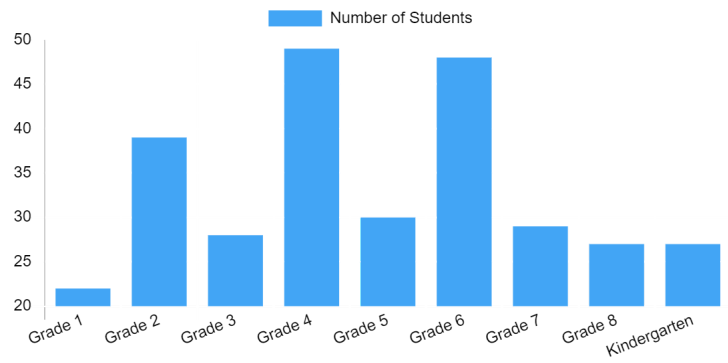
School Description and Mission Statement (School Year 2021—2022)

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: 1/29/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	22
Grade 2	39
Grade 3	28
Grade 4	49
Grade 5	30
Grade 6	48
Grade 7	29
Grade 8	27
Kindergarten	27
Total Enrollment	299



Last updated: 1/29/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.20%
Male	49.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.30%
Black or African American	6.00%
Filipino	2.30%
Hispanic or Latino	64.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.30%
White	22.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	28.40%
Foster Youth	0.30%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	90.00%
Students with Disabilities	9.70%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

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: IXL, Vocabulary, Freckle, Raz-Kids	Yes	0%
Mathematics	TK-8th: Pearson EnVision and Realize Digital Supplements: IXL, Freckle	Yes	0%
Science	TK-8th: FOSS, McGraw-Hill Inspire Science (TK-5th) and iScience (6th-8th) Digital Supplements: Discovery Education	Yes	0%
History-Social Science	TK-5th: Pearson 6th-8th: Discovery Education Techbooks	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/29/22

School Facility Conditions and Planned Improvements

In August 2020 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: 1/29/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: August 2020

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	Good	
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: August 2020

Overall Rating	Exemplary
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Last updated: 1/29/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/29/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/29/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/29/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): NWEA Language

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	220	195	89	11	49
Female	105	93	89	11	58
Male	115	102	89	11	43
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	11	11	100	0	63
Black or African American	15	11	73	27	63
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	138	123	89	11	41
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	57	50	88	12	62
English Learners	59	47	80	20	16
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	--	--	--	--	--
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	201	178	89	11	49
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	13	13	100	0	23

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/29/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NWEA Math

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	220	174	79	21	47
Female	105	80	76	24	41
Male	115	94	82	18	54
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	11	--	--	--	--
Black or African American	15	11	73	27	54
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	138	105	76	24	39
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	57	49	86	14	57
English Learners	59	42	71	29	27
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	--	--	--	--	--
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	201	159	79	21	47
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	13	12	92	8	24

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/29/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/29/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/29/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

K-8 school – Not applicable

Last updated: 1/29/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 1/29/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/29/22

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 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/29/22

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 2021-2022)

Parents are encouraged to get involved with the 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 English, Spanish, and Armenian. 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.

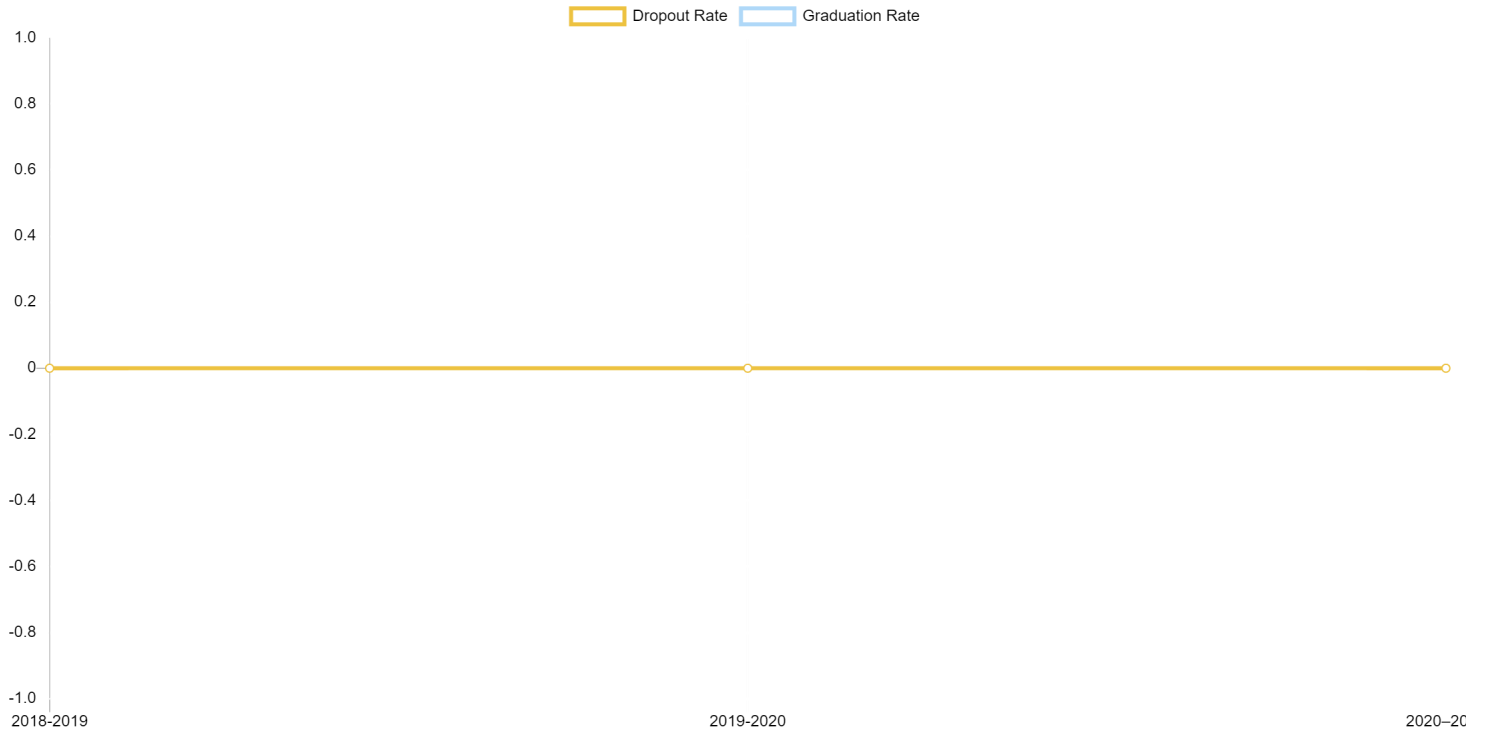
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.00%	0.00%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	N/T	N/T	0.0
Female	N/T	N/T	0.0
Male	N/T	N/T	0.0
Non-Binary	N/T	N/T	0.0
American Indian or Alaska Native	N/T	N/T	0.0
Asian	N/T	N/T	0.0
Black or African American	N/T	N/T	0.0
Filipino	N/T	N/T	0.0
Hispanic or Latino	N/T	N/T	0.0
Native Hawaiian or Pacific Islander	N/T	N/T	0.0
Two or More Races	N/T	N/T	0.0
White	N/T	N/T	0.0
English Learners	N/T	N/T	0.0
Foster Youth	N/T	N/T	0.0
Homeless	N/T	N/T	0.0
Socioeconomically Disadvantaged	N/T	N/T	0.0
Students Receiving Migrant Education Services	N/T	N/T	0.0
Students with Disabilities	N/T	N/T	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	317	305	72	23.6
Female	160	152	35	23.0
Male	157	153	37	24.2
American Indian or Alaska Native	8	7	3	24.2
Asian	0	0	0	0.0
Black or African American	18	16	3	18.8
Filipino	7	7	0	0.0
Hispanic or Latino	202	197	54	27.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	74	70	10	14.3
English Learners	102	99	21	21.2
Foster Youth	4	4	2	50.0
Homeless	2	0	0	0.0
Socioeconomically Disadvantaged	282	277	69	24.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	29	13	44.8

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.66%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/29/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:
School Safety Plan (School Year 2021-2022)

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 2021-22 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 2021.

Last updated: 1/29/22

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 2018—2019

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**				0

* 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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	28.00		1	
1	22.00		2	
2	28.00		1	
3	25.00		2	
4	15.00	2		
5	18.00	2		
6	26.00		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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	27.00		1	
1	22.00		1	
2	19.00	1	1	
3	28.00			
4	24.00		2	
5	30.00		1	
6	24.00	1	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.

Student Support Services Staff (School Year 2020—2021)

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)	0.00
Other	2.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14427.00	\$3246.00	\$11181.00	\$66153.00
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/29/22

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

Types of Services Funded (Fiscal Year 2020–2021)

For the 2020-21 school year, New Horizons Charter Academy received federal and state aid for categorical, special education, and other support programs including:

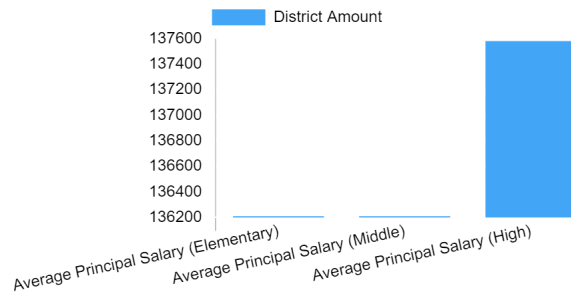
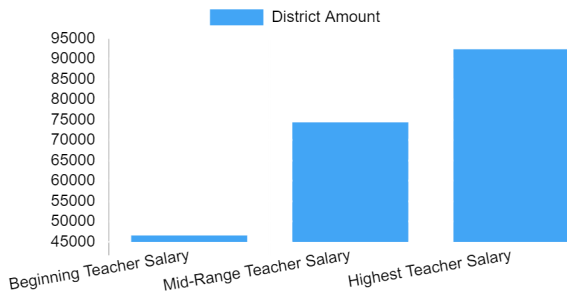
- Beginning Teacher Support and Assessment (BTSA)
- Child Nutrition
- Counseling
- Education Protection Act (EPA)
- Local Control Funding Formula (LCFF)
- Occupational Therapist
- PCSGP Implementation Grant
- School Psychologist
- Special Education
- Speech Therapist
- State Facility Grant

Last updated: 1/29/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10