

New Horizons Charter Academy
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 5955 Lankershim Blvd.
North Hollywood, CA ,
91601-1006

Principal: Richard Thomas

Phone:

Grade
Span:

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

Internet Access

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

About This School

Richard Thomas

Principal, New Horizons Charter Academy

About Our School

I am thrilled to serve as the Executive Director and Principal of New Horizons Charter Academy.

It is a privilege to lead this learning community during a time of incredible change and tremendous possibilities. Our challenge is to embrace the Common Core State Standards and prepare our students 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 child's educational experience, recognition of individual and group accomplishments, 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 a personal responsibility to be supportive of one another. I will count on you to treat all members of our community with respect. A school that aspires to greatness can expect no less.

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. Research on schools clearly demonstrates that parent participation in their child's school coincides with a greater likelihood of academic success. With that in mind, you are invited to be an active participant at New Horizons Charter Academy. All parents are encouraged to be involved!

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 ensure that our children reach their potential. 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.

—Richard Thomas, M. Ed.

Contact

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

Phone:
Email: rthomas@nhcharteracademy.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	New Horizons Charter Academy
Phone Number	
Superintendent	Thomas, Richard
Email Address	rthomas@nhcharteracademy.com
Website	http://nhcharteracademy.com

School Contact Information (School Year 2022–23)

School Name	New Horizons Charter Academy
Street	5955 Lankershim Blvd.
City, State, Zip	North Hollywood, CA , 91601-1006
Phone Number	
Principal	Richard Thomas
Email Address	rthomas@nhcharteracademy.com
Website	http://nhcharteracademy.com

County-District-School 19647330128371
(CDS) Code

Last updated: 1/23/23

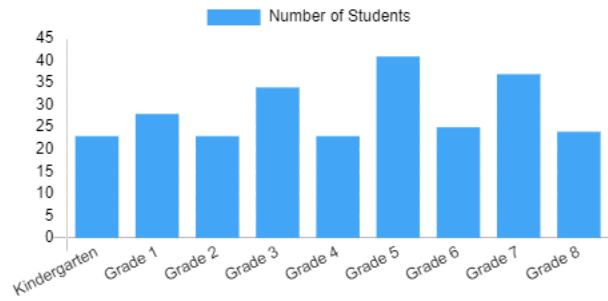
School Description and Mission Statement (School Year 2022–23)

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: 1/23/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	23
Grade 1	28
Grade 2	23
Grade 3	34
Grade 4	23
Grade 5	41
Grade 6	25
Grade 7	37
Grade 8	24
Total Enrollment	258



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/23/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.70%
Black or African American	5.00%
Filipino	2.30%
Hispanic or Latino	64.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	20.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.90%
Foster Youth	1.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	88.40%
Students with Disabilities	8.10%

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 2020–21)

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)	11.00	91.67	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	8.33	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	12.00	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/23/23

Teacher Preparation and Placement (School Year 2021–22)

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 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: 1/23/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020- 21 Percent	2021- 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

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			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/23/23

School Facility Conditions and Planned Improvements

In August, 2021 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: 1/23/23

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 2021

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 2021

Overall Rating	Exemplary
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Last updated: 1/23/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	34%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	21%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/23/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	182	178	97.80	2.20	34.27
Female	94	91	96.81	3.19	34.07
Male	88	87	98.86	1.14	34.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	30.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	39.47
English Learners	54	52	96.30	3.70	13.46
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	154	98.72	1.28	33.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

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: 1/23/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	182	178	97.80	2.20	21.35
Female	94	91	96.81	3.19	17.58
Male	88	87	98.86	1.14	25.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	36.84
English Learners	54	52	96.30	3.70	13.46
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	154	98.72	1.28	20.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

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: 1/23/23

**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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
Science (grades 5, 8, and high school)	NT	5.26	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/23/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	57	93.44	6.56	5.26
Female	31	27	87.10	12.90	3.70
Male	30	30	100.00	0.00	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	36	94.74	5.26	2.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	8.33
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	50	94.34	5.66	6.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/23/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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*Last updated: 1/23/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

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: 1/23/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/23/23

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 2021–22) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
	5	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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: 1/23/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	--	--	--	--	8.90%	7.80%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	82.90%	87.40%	--	84.20%	87.00%

Last updated: 1/23/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	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: 1/23/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	290	280	119	42.5
Female	150	146	64	43.8
Male	140	134	55	41.0
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	3	42.9
Black or African American	13	12	9	75.0
Filipino	6	6	2	33.3
Hispanic or Latino	182	177	77	43.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	62	58	19	32.8
English Learners	101	99	36	36.4
Foster Youth	4	4	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	254	247	111	44.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	22	22	9	40.9

Last updated: 1/23/23

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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.66%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	3.10%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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.

Last updated: 1/23/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.10	0.00
Female	2.67	0.00
Male	3.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	23.08	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

Last updated: 1/23/23

School Safety Plan (School Year 2022–23)

School Safety Plan 2022 - 2023

Lock-Down Response (2 Types)

Lock-Down Response

- A lock-down response is conducted when there is an emergency that requires the activation of the school Emergency Response Team –

S.E.R.T. (Attempted Suicide on Campus, Stabbing at the School Site)

Lock-Down No Response:

- Lock-down NO response means the School Emergency Response Team (S.E.R.T.) is not activated (Gunman, Shots being fired, Hostage Situation).

Teacher Duties

- Teachers and students will remain in the classroom or secure area until further instructions are given by the Principal or law enforcement
- Teachers should turn off the lights and keep students away

from the door/windows,
keep teaching

- Use the green/red paper to indicate your needs on the door window.
 - DO NOT open the door for anyone, including your Principal/other teachers. Anyone who needs to get into your room will do so with a key.

Student Duties

- Students are to follow directions of the adult that is with them at the time of the Lock-Down. Every student must remember to stay calm, listen and follow directions.
- Lock-Down called between periods, immediately proceed to their next scheduled class.

- Lock-Down called during nutrition, lunch, and before or after school, immediately proceed to their advisory class.

Lock-Down Signal

Lock Down Response

- A S.E.R.T. is activated. Everyone remains in classroom and S.E.R.T. team meets in the command center (office).
- Everyone waits for an all-clear command.

A Lock Down No Response

- A S.E.R.T. is not activated. Everyone remains in the classroom until they receive an all-clear command.

***2022-2023 School
Emergency
Response Team
Org Chart***

Role	Support Staff Member
Incident Commander	Mr. Thomas
Site Coordinator	Mr. Gomez & Mrs. Kraake
Safety Officer	Ms. Nataly
Public Information Officer	Mr. Thomas & Mr. Gomez
First Aid Responder	Ms. Minassian
Police/Fire/Medical Coordinator	Mr. Rashid
Crisis Team	Ms. Maertens, Ms. Steinorth & Ms. Manzo
Search Team Coordinators	Ms. Steinorth, Ms. Manzo, Ms. Minassian, Ms. Maertens
Parent Coordinator	Ms. Medrano Back-up: Ms. Minassian

Incident Commander (Mr. Thomas)

- Coordinates emergency response effort.
- Ensures that necessary notifications are made.
- Coordinates police, fire, medical response.
- Manages the crisis.

Site Coordinator (Mr. Gomez/Mrs.Kraake)

- Responds to the site of emergency.
- Control access to the affected area.
 - If necessary, preserve the crime scene until police arrive and assume control.
- Keep Incident Commander advised of the situation.

Safety Officer (Ms. Nataly)

- Responsible for monitoring the safety conditions for students and staff.
 - Monitor operational activities to assess potential danger and unsafe conditions
 - Correct unsafe acts or conditions through regular lines of authority, when possible.
- Monitor stress levels of personnel involved in the

response.

- **Safety Considerations**
 - Are people performing out of role or responsibility?
 - Is there enough manpower available to perform the prescribed tasks?
 - Are the prescribed tasks being performed properly?
 - Is appropriate personnel protection equipment (ppe) being used?

**Public
Information
Officer
(Mr.
Thomas
&
Mr.
Gomez)**

- Will meet with the media and arrange for their needs.
- Will assist in preparation of a news statement and arrange interviews.
- Also acts as a recorder noting the time notifications were made, who was notified, and

who will maintain a log of the sequence of events.

- Establish a media information center.
- Provide press briefings and news releases as appropriate.
- Prepares information for distribution to parents and students.

First Aid Responder (Mrs. Minassian)

- Provides emergency first aid until medical assistance arrives.
 - Keeps Incident Commander advised of situation:
 - Condition of injuries
 - Name(s) of injured
- Police/Fire/Medical Coordinator (Mr. Rashid)**
- Secures campus (locks all unlocked entrances)

- Meets emergency personnel and directs them to the scene.
- Follow instructions of Police/Fire/Medical Personnel at the scene:
 - Turns off electricity/water/etc.
 - Locks or unlock doors
- Returns to front of school and assist with directing media, parents, district personnel to appropriate locations.
- Keeps IC advised of situation.

**Search Team Coordinators
(Mrs. Steinorth, Ms. Manzo,
Mrs. Minassian & Maertens)**

- Assemble adults who do not have supervisor duties into two-person search teams who will check restrooms, hallways, and other non- classroom areas for students or outsiders.

The search teams will pick up the Emergency Attendance from each teacher in his/her assigned sweep area.

- Assemble the lists of missing students and forward them to the Command Center. During the reconciliation phase he/she will ensure the Early Release Log and Visitor's Log included in the process.

**Parent
Coordinator
(Xiomara
Medrano
&
Back-
up
Mrs.
Minassian)**

- Will be responsible for dealing with parents who may respond to the school.
- Advise parents of the situation and advise

them if their child is or isn't involved in the emergency. If appropriate state: "the parents of the injured child have been notified."

- After the All Clear, assist those parents who wish to take their children home.
- Parent staging area: Front of the school.

Other Safety Considerations

- KEEP DOORS LOCKED AT ALL TIMES
- KEEP WINDOWS UNOBSTRUCTED
- KEEP THE GREEN/RED CARDS WITH YOUR EMERGENCY PACK
- KEEP STUDENT ROSTER UPDATED
 - FOLLOW 19 STEPS FOR

CLASSROOM
SAFETY/COMPLIANCE
AT ALL TIMES

Other Considerations

- A “Lockdown” of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, hazardous materials leaks, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown, after consulting with law enforcement.
- Allow only police/fire/medical personnel and school administrators to contact or pass information to parents of students who may have been injured in

any way during the lockdown.

- Always keep student/staff safety as our number one priority.
-

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 2019–20

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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	1	
1	21.00		1	
2	20.00	1	1	
3				
4	25.00		2	
5	30.00		1	
6	48.00			1
Other**	29.00		1	

* 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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	2		
1	28.00		1	
2	23.00		1	
3	17.00	2		
4	23.00		1	
5	21.00	1	1	
6	25.00		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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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: 1/23/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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: 1/23/23

Student Support Services Staff (School Year 2021–22)

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

* 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: 1/23/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/23/23

Types of Services Funded (Fiscal Year 2021–22)

For the 2021-22 school year, New Horizons Charter Academy received federal and state aid for categorical, special education, and other support programs including:

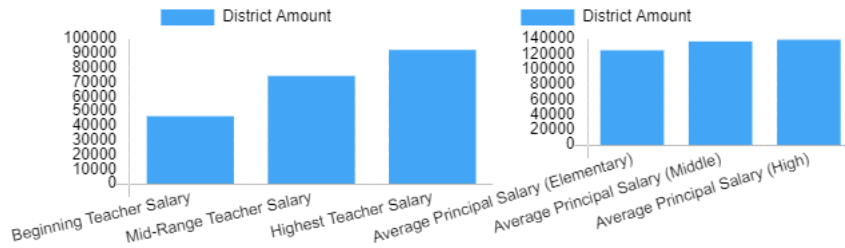
- ? Beginning Teacher Support and Assessment (BTSA)
- ? Child Nutrition
- ? Counseling
- ? Education Protection Act (EPA)
- ? Local Control Funding Formula (LCFF)
- ? Occupational Therapist
- ? PCSGP Implementation Grant
- ? School Psychologist
- ? Special Education
- ? Speech Therapist
- ? State Facility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

Last updated: 1/23/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/23/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

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

Last updated: 1/23/23

Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/23/23