

School Accountability Report Card Reported for School Year 2009–10

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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. Wireless and DSL availability with restrictions and monitoring by staff at New Horizon School.

II. About This School

Contact Information (School Year 2010–11)

School Name	New Horizon School & Learning Center
Street	827 Third Street
City, State, ZIP	Santa Rosa CA 95404
Phone Number	707-579-3723
Principal	Marianne Campbell
E-mail Address	mcampbell@newhorizonschool.info

School Description and Mission Statement (School Year 2009–10)

New Horizon School is a private, nonprofit, state certified day school and after school program. Our mission is to serve students demonstrating average to above-average intelligence who experience learning difficulties. Our goal is to provide a therapeutic learning environment to ensure success at the school and in other educational settings.

New Horizon offers a full and partial day school program as well as individualized, after school tutorials for students with average or above average intelligence who are diagnosed with specific learning disabilities such as dyslexia, dysgraphia, dyscalculia, auditory processing deficits, visual perceptual deficits, ADD, and mild forms of Nonverbal Learning Disability (NLD) if appropriate for the setting. Students may be diagnosed with secondary emotional issues such as depression, school phobia, anxiety, or low self-esteem.

A holistic, humanistic, multisensory, multidisciplinary approach is used. FTE students may receive one-hour educational therapy as part of their program based on specific individual needs and IEP agreement.* New Horizon is based on a family model where students of various ages learn and mature together. Class sizes vary

from 1-1 to 1-10. Remediation of learning deficits and specific learning techniques is emphasized. As skills and self-confidence grow, students are encouraged to successfully transition into their public schools or into a college or vocational training program. Students whose primary disability is ED, BD, AUT, MH and MR will not be considered for placement in this program. Students may be accepted on 30-day trial to determine appropriateness.

Educational Therapy/1-1 Tutorials are available during and after school for an additional fee, but LEA's are not reimbursed for these services by SELPA at the present time. Funded students may receive additional DIS Services such as Speech & Language, Counseling, and Occupational Therapy if LEA contracts separately with a State Certified NPA to provide such services onsite (subject to space available).

The mission of New Horizon School & Learning Center is to facilitate a deep, intrinsic and lasting change in the lives of students with dyslexia and other specific learning disabilities. We are committed to providing excellent individualized education in order to tap the potential now going unrecognized in bright, gifted children whose lack of achievement is due to late or irregular development of language skills and other learning disabilities. The setting is a family model in an atmosphere of support, understanding and healthy expectations. Our students are those who have not been, or cannot be, appropriately served by the public school system. We apply appropriate learning techniques for students with learning disabilities while providing an intimate nurturing learning environment in which knowledge, self-esteem and confidence grow. With a committed team of highly trained professionals, New Horizon School provides a rich educational and therapeutic program in order to remediate disabilities and develop skills needed to create literate and confident children and adults. We also provide training/consultations for parents, educators, and related professionals to enhance their understanding of learning disabilities/differences and effective teaching methodologies.

Opportunities for Parental Involvement (School Year 2009–10)

Marianne Campbell (contact person): Inservices regarding transition planning for all levels of high school, WorkAbility 1 program; parent meetings/IEP; volunteer support; lecture series; fundraising. Visit our website: www.newhorizonschool.info

Student Enrollment by Grade Level (School Year 2009–10)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	1
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	1
Grade 3		Grade 10	3
Grade 4		Grade 11	2
Grade 5		Grade 12	7
Grade 6	2	Ungraded Secondary	1
Grade 7	3	Total Enrollment	20

Student Enrollment by Group (School Year 2009–10)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American		White (not Hispanic)	65%
American Indian or Alaska Native	5%	Multiple or No Response	
Asian		Socioeconomically Disadvantaged	20%
Filipino		English Learners	
Hispanic or Latino	10%	Students with Disabilities	100%
Pacific Islander			

III. School Climate

School Safety Plan (School Year 2009–10)

This emergency plan is developed to:

- *Provide* instructions for staff, students and families to prepare them for an emergency
- *Design* a reunification plan for students, staff and their families
- *Provide* safety for students and staff while in NHS care following an emergency

This plan provides a general framework in the event of an emergency. The procedures in this plan will be followed to the extent they seem reasonable. Primary responsibility for the execution of this plan rests with the school's director. Director and staff assume responsibility for all students until they are reunited with parents / legal guardians. It is suggested that parents, with their children, create a family emergency preparedness plan, which coordinates with the New Horizon School plan. Important elements would include a post-emergency communication and reunification plan.

Emergency Preparedness / Emergency Supplies:

Director assumes responsibility for updating / replenishing emergency supplies on an ongoing basis. NHS maintains supplies as listed in the General Information Guide.

Location of Emergency Supplies / First Aid Kits: 827 Third Street

Outside: Shed, school van; Inside: both bathrooms.

Location of Emergency Ladders: Two ladders located upstairs at 827 Third Street

- Room 6 Bottom Bookcase below east window; in plastic bin in shower stall.

Location of Fire Extinguishers: 827 Third Street

1st Floor: 1) Kitchen wall at entry 2) Small classroom (Room 1) by back door 3) landing of stairs by front door 4) library; 2nd Floor: Outside men's room on wall, top of stairs, shed.

Location of Fire Alarms: 827 Third Street

1st Floor: Foyer wall opposite front door; 2nd Floor: Hallway near stairs

Coordination:

Communication / Phone Tree: Parent Phone Tree list is updated monthly and disseminated to parents by phone tree coordinator.

*Emergency Coordinator: Marianne Campbell

*Also responsible for updating emergency supplies and plan annually

Fire / Earthquake Drill Coordinator: Marianne Campbell

CPR Trained Staff: Kathy Bremner & Suzanne Karussos

Communication Coordinator: Karen Schoeman

Phone Tree Coordinator: Laurie Moore

NHS Fire & Earthquake Drills

Fire / Earthquake drills are held monthly to insure a calm, well-rehearsed response to a need for evacuation.

When fire drill is called:

Teacher and students will follow evacuation plan posted in classroom

Exit the building, gather at adjacent parking lots nearest the buildings

Teacher takes roll, returns with class to school when the "all clear signal" is given

For earthquakes:

Drill coordinator / classroom teachers will give the "drop & cover" command

Students & staff will seek cover under desk, table or door frame

When "all clear" is given, return to seats or exit building as instructed

New Horizon School Earthquake Plan:

Earthquakes strike without warning. The following actions should be taken if possible.

Inside The School Building

Students and staff are to get under desks, heavy furniture, or door frames and as far from windows as possible.

Avoid bookcases or other non-structural hazards. When the quake is over:

Leave the building as in a fire drill

Assemble at open parking lot to the east of school on Third Street

Staff

Take roll

Check for injuries; render first aid, as needed

Pre-positioned wrench is stored next to the main gas shut off valve. Notify the gas company immediately.

Stay alert, brief students on the possibility of aftershocks

Listen to your battery powered radio for instructions and shelter locations

If school building is damaged:

- 1) Go to open field east of school
- 2) Meet at Memorial Hospital near emergency door entrance (Montgomery Drive)
- 3) Or Police Station on Sonoma Avenue
- 4) Or to Alternate facility as given on Emergency Broadcasting System on the radio

Pre-positioned wrench, which is stored next to the main gas shut off valve. Notify the gas company immediately.

Stay alert, brief students on the possibility of aftershocks

Listen to your battery powered radio for instructions and shelter locations

IV. School Facilities

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		
	2007–08	2008–09	2009–10
With Full Credential	9	11	10
Without Full Credential			
Teaching Outside Subject Area of Competence			

VII. Curriculum and Instructional Materials

New Horizon School specializes in designing highly individualized learning programs for each student based on his/her specific learning style, strengths and weaknesses, and diagnostic assessments. Medical information, if relevant, is always factored into program design. The class ratio varies from 1-3 to 1-10. Students receive individualized remediation and educational therapy as part of their program to ensure development of underlying skills. Students are taught to integrate study skills techniques in their classes. Self-advocacy skills are taught and encouraged. Coursework is designed to meet requirements for a high school diploma, following state standards and using state approved texts as well as a plethora of proven enrichment and hands-on remediation materials and manipulatives. Credits are transferable to public and private schools. Educational therapy is an intensive, interactive, one-to-one therapeutic process that allows for the healing of emotional and educational wounds. A strong relationship between the student and learning specialist provides the security needed for students to be willing to learn. Each session involves remediation of underlying perceptual deficits and the development of academic and intellectual skills. Transition planning is a part of each student's individual education plan.

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009–10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2010	
	School	
All Students	100%	

XII. Instructional Planning and Scheduling

Professional Development

New Horizon School provides staff development workshops three days prior to the start of the school year and at least one staff meeting per quarter. There is teacher involvement with BTSA, county-provided inservices and WA1 conferences. Staff members are encouraged to identify areas of interest or improvement and attend workshops, conferences, etc.