

# School Accountability Report Card Reported for School Year 2008-09

*Published During 2009-2010*

## *For New Horizon School & Learning Center*

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. About This School

### Contact Information (School Year 2009-2010)

**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](mailto:mcampbell@newhorizonschool.info)

### School Description and Mission Statement (School Year 2008-2009)

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 2008-09)

This section provides information about opportunities for parents to become involved in school activities.

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](http://www.newhorizonschool.info)

### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

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	6
Grade 4	1	Grade 11	6
Grade 5	2	Grade 12	4
Grade 6	2	Ungraded Secondary	
Grade 7	1	Total Enrollment	24

### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American		White (not Hispanic)	85%
American Indian or Alaska Native	10%	Multiple or No Response	
Asian		Socioeconomically Disadvantaged	12.5
Filipino		English Learners	
Hispanic or Latino	5%	Students with Disabilities	100%
Pacific Islander			

### School Completion

Indicator	Result
Graduation Rate	100%

### School Facilities

#### Summary of Most Recent Site Inspection

Fire Inspection 4-1-09—No repairs or corrective actions required.

## School Discipline Practices

New Horizon School is based on a family model. Small classrooms form an intimate, nurturing learning environment in which self-esteem and confidence can grow. New Horizon School follows Hughes Bill requirements as appropriate for students/staff/setting and established in IEP.

## II. School Climate

### School Safety Plan (School Year 2008-09)

#### ***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, both vans; Inside: both bathrooms.

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

- Room 6 (Big's Room) 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 each 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, Susan Fountain & Jeremy Wilson

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*

**III. School Facilities**

**School Facility Good Repair Status (School Year 2009-10)**

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	X			
<b>Overall Rating</b>		X			

## IV. 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			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	7	9	11	NA
<b>Without Full Credential</b>				
<b>Teaching Outside Subject Area of Competence</b>				

## V. 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.