

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	New Horizon School	District Name	
Principal	Marianne Campbell	Superintendent	
Street	827 Third Street	Street	
City, State, Zip	Santa Rosa CA 95404	City, State, Zip	
Phone Number	707/579-3723	Phone Number	<i>To be provided by LEA</i>
Fax Number	707/579-8760	Fax Number	
Web Site	http://newhorizonschool.info	Web Site	
E-mail Address	karen@newhorizonschool.info	E-mail Address	
CDS Code		SARC Contact	

School Description and Mission Statement

Information about the school, its programs, and its goals.

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.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	<i>To be provided by LEA</i>	Contact Person Phone Number	<i>To be provided by LEA</i>
Marianne Campbell	Inservices regarding transition planning for all levels of high school, WorkAbility1 program		
Deborah Greene	Volunteer support, fundraising		

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	4
Grade 1	0	Grade 10	7
Grade 2	0	Grade 11	10
Grade 3	0	Grade 12	8
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	1		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	30

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	0		Hispanic or Latino	0	
American Indian or Alaska Native	1		Pacific Islander	0	
Asian	1		White (Not Hispanic)	28	
Filipino	0		Multiple or No Response	0	

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	To be provided by LEA	Date Last Discussed with Staff	To be provided by LEA
<p>This disaster plan is developed to:</p> <ul style="list-style-type: none"> • <i>provide</i> instructions for staff, students and families to prepare them for a disaster • <i>design</i> a reunification plan for students, staff and their families • <i>provide</i> safety for students and staff while in NHS care following a disaster <p>This plan provides a general framework in the event of a disaster. The procedures in this plan will be followed the extent they seem reasonable.</p> <p>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.</p> <p>It is suggested that parents, with their children, create a family disaster preparedness plan, which coordinates with the New Horizon School plan. Important elements would include a post-disaster communication and reunification plan.</p>			

Disaster 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 Disaster 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

Location of Fire Alarms

827 Third Street
1st Floor: Foyer wall opposite front door
2nd Floor: Hallway near stairs

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

Emergency Coordinators

**Disaster Coordinator:* Marianne Campbell

**Also responsible for updating emergency supplies and plan annually*

Building Damage Coordinator: Deborah Greene-Jacobi

Fire / Earthquake Drill Coordinator: Deborah Greene-Jacobi

First Aid Coordinator: Molly Taylor

CPR Trained Staff: Molly Taylor & Kathy Bremner, Deborah Greene, Jeff Fremo, Diane Kane

Communication Coordinator: Karen Schoeman

Phone Tree Coordinator: Carolyn Richards, Meredith Cahn

NHS Fire & Earthquake Drills

Fire / Earthquake drills are held throughout the school year 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 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, or 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, 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

If school building is damaged:

- 1) *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

Outside the School Building

- The safest place is in the open, away from building, trees and utility poles and wires. Drop to the ground and
- stay there until the quake subsides
- Assemble at parking lot east of school
- Follow above directions

If Off Campus

- Return to school ASAP
- Or try to phone / walky-talky
- Follow above procedures

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

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.

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	n/a		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	7	9	7
Teachers with Full Credential	7	9	7
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	1	1	0
Teachers in Alternative Routes to Certification (district and university internships)	2	3	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate		
Master's Degree plus 30 or more semester hours	.143	
Master's Degree	.429	
Bachelor's Degree plus 30 or more semester hours	.428	
Bachelor's Degree		
Less than Bachelor's Degree		

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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, and 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.