

# **School Accountability Report Card**

## **Reported Using Data from the 2018–19 School Year**

**California Department of Education**

### *New Directions School*

**Address:** 3650 Standish Ave., Santa Rosa, CA 95407 **Phone:** 707-585-6108  
**Principal:** Richard Horrell **Grade Span:** 5 - 12

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).

#### **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

### School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	New Directions School
Street	3650 Standish Ave
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707-585-6108
Principal	Richard Horrell
Email Address	<a href="mailto:richardh@calparents.org">richardh@calparents.org</a>
Website	<a href="http://www.calparents.org">www.calparents.org</a>
County-District-School (CDS) Code	49-70920-7102965

### School Description and Mission Statement (School Year 2019–20)

The educational focus of the New Directions school program is core academic with intense counseling support available. New Directions School is a non-public school located in Sonoma County, California serving public school students in grades 5 – 12. We serve students who need a smaller, more personalized school environment in order to meet their individual educational needs. Our current roster includes 10 public school districts. Credentialed teachers and qualified support personnel staff New Directions School. Core academic curriculum is state approved and fully aligned with the core curriculum currently adopted by our Local Educational Agency, Santa Rosa City Schools. New Directions teachers and the principal work with each student's home district to ensure students are progressing along the district course of study for high school graduation. The school day at New Directions runs from 8:00am to 2:00pm. We follow the annual Sonoma County Office of Education school year calendar. Extensive individual and group counseling and guidance services are provided to students as a part of the bundled daily rate. Additional counseling and guidance services, including family counseling, are available as an extra-alone rate.

### Student Enrollment by Grade Level (School Year 2018–19)

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

## Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	3.3
Asian	
Filipino	
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	
White	57
Two or More Races	16.6
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	100
Foster Youth	
Homeless	

## 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 Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials  
(School Year 2019–20)**

*Year and month in which the data were collected:* May 2020

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	See Attached	YES	0%
<b>Mathematics</b>	See Attached	YES	0%
<b>Science</b>	See Attached	YES	0%
<b>History-Social Science</b>	See Attached	YES	0%
<b>Foreign Language</b>	*	*	*
<b>Health</b>	*	*	*
<b>Visual and Performing Arts</b>	*	*	*
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

\* Our school does not provide materials in these subjects

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

**School Facility Conditions and Planned Improvements**

New Directions has multiple measures in place to ensure that our school facility is clean, safe and functional. To support these measures we have implemented a work order process so that all and any repairs are attended to in a timely fashion, as well as a summary of standards and a schedule so that our janitorial staff can maintain a clean and healthy environment for our students.

**School Facility Good Repair Status**

Using the **most recently collected** 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:** January 2018

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

**Overall Facility Rate**

**Year and month of the most recent FIT report:** January 2018

**Overall Rating**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
X			

## 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, which 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); and
- 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	*	*	50%	50%
Mathematics (grades 3-8 and 11)	*	*	38%	39%

\*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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

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

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

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

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.

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight, and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

**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 2018–19)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
<b>5</b>	--	--	--
<b>7</b>	--	--	--
<b>9</b>	--	--	--

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.

## 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 2019–20)

**We provide family and parent counseling, when discussed and arranged in their student's IEPs. Teachers are in constant communication with Parents/Guardians regarding their student's progress. To contact your student's teacher or Therapist, please call the School's main office and you will be directed accordingly, 707-585-6108.**

### 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

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

Indicator	School 2015–16	State 2015–16
Dropout Rate	*	9.7%
Graduation Rate	*	83.8%

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

Indicator	School 2016–17	School 2017–18	State 2016–17	State 2017–18
Dropout Rate	*	*	9.1%	9.6%
Graduation Rate	*	*	82.7%	83%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

\* = Data Forthcoming

## 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

Rate	School 2016– 17	School 2017– 18	School 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
<b>Suspensions</b>	*	*	*	3.7%	3.6%	3.8%
<b>Expulsions</b>	*	*	*	0.1%	0.1%	0.1%

\* = Data Forthcoming

### School Safety Plan (School Year 2019–20)

**New Directions staff receive annual training in school safety. We conduct a fire evacuation drill once a month. There is an emergency first aid kit located in each classroom, teaching office and school office.**

## 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.

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20
<b>K</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>Other**</b>	12	1

\*\* “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>
<b>K</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>Other**</b>	12	1

\*\* “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>
<b>K</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>Other**</b>	12	1

. \*\* “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>
<b>English</b>	9	2
<b>Mathematics</b>	9	2
<b>Science</b>	9	2
<b>Social Science</b>	9	2

\*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 2017–18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>
<b>English</b>	9	2
<b>Mathematics</b>	9	2
<b>Science</b>	9	2
<b>Social Science</b>	9	2

\*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 2018–19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>
<b>English</b>	9	2
<b>Mathematics</b>	9	2
<b>Science</b>	9	2
<b>Social Science</b>	9	2

\*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.

**Ratio of Academic Counselors to Pupils (School Year 2018–19)**

<b>Title</b>	<b>Ratio</b>
<b>Academic Counselors*</b>	0

\*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.

### Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

\*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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5,962.00	N/A	5,962.00	52,000.00
State	N/A	N/A	7,506.64	80,680.00
Percent Difference – School Site and State	N/A	N/A	22.94%	43.23%

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

### Types of Services Funded (Fiscal Year 2018–19)

The following services are available to New Directions' students, as determined by their IEP teams and described in their individual, unique IEPs: 330 Specialized Academic Instruction, 415 Language & Speech, 510 Individual Counseling, 515 Counseling & Guidance (group counseling), 520 Parent Counseling, 525 Parent Counseling, 525 Social Work Services, 530 Psychological Services, 535 Behavioral Intervention Services, 820 College awareness, 830 Vocational Assessment, counseling, guidance and career assessment, 840 Career Awareness, 850 Work Experience Education, 865 Agency Linkage, 890 Other Transition Services, 900 Other Special Education/Related Education Services: The NPS offers recreational services including organized group extracurricular and leisure activities, such as fieldtrips to theaters, stores, parks, etc. and are designed to improve student functioning and independence.

### Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	10.5	10.5	10.5

The school has 10.5 (full and partial days) of Professional Development Course/meetings for teachers and staff to attend. The course is scheduled on 16 days throughout the school year, 5 of which are full school days and 11 are partial, in this table it may be noted as 10.5 school days.