

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

New Directions School

Address: 3650 Standish Ave., Santa Rosa CA 95407

Phone: 707-585-6108

Principal: Eric Lofchie

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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 2016–17)

School Name	New Directions
Street	3650 Standish Ave
City, State, Zip	Santa Rosa CA 95407
Phone Number	707-585-6108
Principal	Eric Lofchie
E-mail Address	Ericl@calparents.org
Web Site	www.calparents.org
County-District-School (CDS) Code	49-70920-7102965

School Description and Mission Statement (School Year 2016–17)

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 9 public school districts, including students placed through the Sonoma County Office of Education. New Directions is staffed by credentialed teachers and qualified support personnel. 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 school 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 2:10pm. 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 bundle rate. Additional counseling and guidance services, including family counseling, are available as an extra stand-alone rate.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	2
Grade 7	5
Grade 8	2
Ungraded Elementary	
Grade 9	6
Grade 10	4
Grade 11	7
Grade 12	6
Ungraded Secondary	
Total Enrollment	32

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	3.13
American Indian or Alaska Native	3.13
Asian	
Filipino	
Hispanic or Latino	31.25
Native Hawaiian or Pacific Islander	
White	59.38
Two or More Races	3.13
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	100
Foster Youth	

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 2015–16	School 2016–17	School 2017–18
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	2015–16	2016–17	2017–18
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 Instructional Materials
(School Year 2017–18)**

Year and month in which the data were collected: February 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	See Attached Exhibit	YES	0%
Mathematics	See Attached Exhibit	YES	0%
Science	See Attached Exhibit	NO	0%
History-Social Science	See Attached Exhibit	NO	0%
Foreign Language	*	*	*
Health	*	*	*
Visual and Performing Arts	*	*	*
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

* Our school does not provide materials in these subjects.

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

School Facility Conditions and Planned Improvements

School facilities are maintained so that all students have the opportunity to attend school each day in a clean, well-organized, safe environment.

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 overall rating

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

System Inspected	Repair Needed and Action Taken or Planned			
	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 Facility Rate

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

Overall Rating	Exemplary	Good	Fair	Poor
	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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	*	*	N/A	N/A	48%	48%
Mathematics (grades 3-8 and 11)	*	*	N/A	N/A	36%	37%

*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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	10	56	*
Male	--	--		
Female	--	--		
Black or African American	--	--		
American Indian or Alaska Native	--	--		
Asian	--	--		
Filipino	--	--		
Hispanic or Latino	--	--		
Native Hawaiian or Pacific Islander	--	--		
White	12	6	60	*
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	18	10	56	*
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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.

Note: * Test results are included and posted by the Student’s residing district.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	10	56	*
Male	--	--		
Female	--	--		
Black or African American	--	--		
American Indian or Alaska Native	--	--		
Asian	--	--		
Filipino	--	--		
Hispanic or Latino	--	--		
Native Hawaiian or Pacific Islander	--	--		
White	12	6	60	*
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	18	10	56	*
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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.

Note: * Test results are included and posted by the Student’s residing district.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	*	*	N/A	N/A	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: * Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

- We do not provide Career Technical Education Programs.***

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 2016–17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	0	0	0
7	*	*	*
9	*	*	*

* 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.

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 2017–18)

We do 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.

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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	*	*	*	N/A	N/A	N/A	11.5%	10.7%	9.7%
Graduation Rate	*	*	*	N/A	N/A	N/A	80.95%	82.27%	83.77%

* Students' Dropout Rate and Graduation Rate records are kept in their prospective Districts of residence.

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	2	N/A	87.11%
Black or African American		N/A	79.19%
American Indian or Alaska Native		N/A	80.17%
Asian		N/A	94.42%
Filipino		N/A	93.76%
Hispanic or Latino	1	N/A	84.58%
Native Hawaiian or Pacific Islander		N/A	87.57%
White	1	N/A	90.99%
Two or More Races		N/A	90.59%
Socioeconomically Disadvantaged		N/A	85.45%
English Learners		N/A	55.44%
Students with Disabilities		N/A	63.90%
Foster Youth		N/A	68.19%

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			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	14	44	26	N/A	N/A	N/A	3.8%	3.7%	3.7%
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A	0.1%	0.1%	0.1%

School Safety Plan (School Year 2017–18)

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 is 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other**	12	1			12	1			12	1		

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

** Multi-Grade Level Classes

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9	2			9	2			9	2		
Mathematics	9	2			9	2			9	2		
Science	9	2			9	2			9	2		
Social Science	9	2			9	2			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.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

* 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 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	32,708	32,708	0	46,528
State	N/A	N/A	6,574.00	0
Percent Difference – School Site and State	N/A	N/A	-100%	100%

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

Types of Services Funded (Fiscal Year 2016–17)

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. designed to improve student functioning and independence..

Professional Development

Staff training and development is provided in the form of three full days before students start in the fall and at each of our early release days that are held monthly during the regular school year. This training approach has been consistent throughout the past 3 years. We do a series of trainings that involve the entire staff and a series of trainings that are broken into focus groups of educational staff and therapeutic staff. Therapy staff also have weekly supervision that will cover topics relevant to providing standard of care.

Our training calendar is developed with staff input and topics include:

- IEP management and goal creation
- Classroom management and PBIS
- Suicide prevention and assessment
- Trauma informed care
- Art therapy techniques
- Child abuse prevention and reporting
- Health and safety issues
- Differentiated instruction and settings

Staff development is supported through weekly staff meetings and consultation with principal and clinical director. Student and staff concerns are covered at weekly student check in meetings allowing staff to work as a team.