

Executive Summary School Accountability Report Card, 2013-14

For New Directions School

Address: 3642 Standish Ave, Santa Rosa, CA 95407
Principal: Cathy Wisor

Phone: (707) 585-3700
Grade Span: 5th – 12th

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2013-14 school year, except the School Finances and School Completion data that are reported for the 2012-13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school director/principal.

About This School

New Directions School is a non-public school located in Sonoma County, California serving public school students in grades 5th – 12th. We serve students who need a smaller, more personalized school environment in order to meet their individual needs. Our current roster includes students from seven public school districts, including students placed through the Sonoma County Office of Education. New Directions has three classrooms on our campus. Classrooms are staffed by credentialed teachers and qualified support personnel. Core academic curriculum is state approved and fully aligned with the curriculum currently adopted by our Local Educational Agency, the Santa Rosa City High School District. 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 7:55 am to 2:05 pm. We follow the annual Sonoma County Office of Education school year calendar.

Student Enrollment

Teachers

Group	Enrollment
Number of students	26
African American	15%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	35%
Pacific Islander	0%
White (not Hispanic)	50%
Multiple or No Response	0%
Socioeconomically Disadvantaged	67%
English Learners	19%
Students with Disabilities	100%

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Accountability Report Card Reported for School Year 2013-14 *Published During 2014-15*

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.

II. About This School

Contact Information (School Year 2014-15)

This section provides the school's contact information.

School		District	
School Name	NEW DIRECTIONS	District Name	New Directions NPS
Street	3642 Standish Avenue	Phone Number	707-585-3700
City, State, Zip	Santa Rosa, CA 95407	Web Site	www.calparents.org
Phone Number	707-585-3700	Superintendent	
Principal	Cathy Wisor	E-mail Address	
E-mail Address	cathyw@calparents.org	CDS Code	

School Description and Mission Statement (School Year 2014-15)

This section provides information about the school, its programs and its goals.

New Directions School is a non-public school located in Sonoma County, California serving public school students in grades 5th – 12th. Our current roster includes students from seven public school districts, including students placed through the Sonoma County Office of Education. Referrals to New Directions include students whose emotional and behavioral difficulties require special services beyond what weekly or counseling that the school district can provide on a comprehensive public school campus.

New Directions has three classrooms on campus. Classrooms are staffed by credentialed teachers and qualified support personnel. Full time classroom teaching assistants have B.A. degrees and have passed the CBEST, so they serve as substitute teachers when the classroom teacher is out sick. Core school curriculum is standards based and fully aligned with the curriculum currently adopted by our Local Educational Agencies. 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 7:55 am to 2:05 pm. We follow the annual Sonoma County Office of Education school year calendar.

New Directions serves emotionally disturbed students in grades 5th – 12th in need of an intensive school-based therapeutic and special education program. Students receive a minimum of 60 minutes individual counseling and 60 minutes group counseling weekly, with additional counseling time provided to many students if designated in their IEPs. Establishing healthy identity formation, developing self-control, social skills, and resolving emotional issues are all goals that counselors work on with their students. New Directions also offers parent counseling that is provide through several students' IEPs. Counselors are all MFT or MFTi licensed. All current MFT counselors are also certified Art Therapists. The goal of reintegration to district classrooms is a primary focus. Most students are bussed to and from New Directions each day, with a small amount being driven by parents to and from school. No students drive themselves or walk to school.

Breakfast, lunch and snacks are provided every day for students and consist of high quality, nutritious food.

Opportunities for Parental Involvement (School Year 2014-15)

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

Parents and/or guardians are highly involved in each student's program at New Directions. Daily school to home communication is provided by daily report cards and notes from the teacher. In addition, teaching and counseling staff is in regular phone contact with parents and/or guardians during the week. New Directions School staff works closely with parents, guardians, and the respective public school districts to ensure maximum parent/guardian participation in the development and implementation of each student's IEP. A Back to School night in the fall and an Open House in the spring are additional opportunities for parent involvement with the school.

Student Enrollment by Grade Level (School Year 2014-15)

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	0	Grade 8	2
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	7
Grade 3	0	Grade 10	3
Grade 4	0	Grade 11	5
Grade 5	0	Grade 12	7
Grade 6	0	Ungraded Secondary	0
Grade 7	2	Total Enrollment	26

Student Enrollment by Group (School Year 2014-15)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	15	White (not Hispanic)	50
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	0	Socioeconomically Disadvantaged	67
Filipino	0	English Learners	19
Hispanic or Latino	35	Students with Disabilities	100
Pacific Islander	0	n/a	n/a

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	2	0	0	12	3	0	0	10	3	0	0
Mathematics	12	2	0	0	12	3	0	0	10	3	0	0
Science	12	2	0	0	12	3	0	0	10	3	0	0
Social Science	12	2	0	0	12	3	0	0	10	3	0	0

III. School Climate

School Safety Plan (School Year 2014-15)

This section provides information about the school's comprehensive safety plan.

New Directions staff receive annual training in school safety. Fire evacuation drills are done at least twice a year. Since January 2015 we are doing fire drills monthly. An emergency kit is located in a central location for each classroom.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2014-15)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

New Directions moved into a brand new school site in December of 2014. Facilities are brand new, with much natural lighting and updated technology. School facilities are maintained so that all students have the opportunity to attend school each day in a clean, well-organized, safe environment.

0

School Facility Good Repair Status (School Year 2014-15)

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	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				n/a

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		
	2012-13	2013-14	2014-15
With Full Credential	2	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2014-15)
 This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	n/a	n/a
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2014-15)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	6.5
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	As needed per IEPs	n/a
Resource Specialist (non-teaching)	0	n/a
Other	n/a	n/a

VII. Curriculum and Instructional Materials Quality, Currency, Availability of Textbooks and Instructional Material (School Year 2014-15)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	Good	0
Health	Good	0
Visual and Performing Arts	Good	0