

# New School Community Day

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	New School Community Day
<b>Street</b>	165 Harkin Slough Rd
<b>City, State, Zip</b>	Watsonville, CA 95076
<b>Phone Number</b>	(831) 761-6140
<b>Principal</b>	Susan Ellman Graulty
<b>Email Address</b>	susan_graulty@pvusd.net
<b>School Website</b>	<a href="https://new-pajaro-ca.schoolloop.com/">https://new-pajaro-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	44-69799-4430203

## 2023-24 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2100
<b>Superintendent</b>	Murry Schekman, Interim Superintendent
<b>Email Address</b>	murry_schekman@pvusd.net
<b>District Website</b>	www.pvusd.net

## 2023-24 School Description and Mission Statement

New School is a Community Day High School in the Pajaro Valley Unified School District and the only Community Day school in Santa Cruz County. Our hours of operation are 7:00 a.m. to 4:00 p.m. every school day. We enroll up to 51 students, and our teaching ratio is 17 students to 1 teacher (four certificated teachers and one part-time CTE teacher), we have one full-time social emotional counselor, a 40% academic counselor and are consistently providing support from community outreach programs. We are very proud of our 6 year WASC Accreditation, which will be renewed June 30, 2022. Most students come to New School with specific academic gaps, behavioral challenges, chronic absenteeism, insufficient credits and social emotional concerns. New School provides these students with the opportunity to recover credits, return to their comprehensive high school or graduate from New School, develop prosocial skills, and improve their social emotional health by providing a motivating, proactive, caring, and safe environment. This is done through a multi-tiered approach for behavior, academics and social emotional support structures that include: Positive Behavior Interventions and Supports (PBIS), Project-based Learning (PBL), Social Emotional Learning (SEL), Restorative Practices (RP) and Trauma-informed Instructional practices.

Prior to admission, students must acknowledge responsibility for their ineffective past practices, a commitment to changing these same practices and taking advantage of an alternative/creative educational setting which is designed to meet their academic and social emotional needs. Most students who attend New School for 10 weeks have shown to dramatically improve attendance and attitude as it relates to school. Students who decide to complete the state requirements for their high school diploma, have been encouraged and counseled to improve their choices in order to achieve their academic goals. Our hope is that students understand that the New School Community Day staff is committed to their success by providing a structured, caring, welcoming and safe environment. Any effort related to improving attendance, engagement, classwork completion and conflict resolution are rooted in our PBIS strategies, Restorative Practices and Social Emotional Learning. We are constantly guiding, coaching our students and providing them with resources and opportunities to earn their high school diploma and prepare them for adulthood and continue their education at a community college or trade school.

### MISSION STATEMENT

Our MISSION at NEW SCHOOL is to Help students ACCEPT responsibility for their actions, BELIEVE in themselves, and LEARN to set and ACHIEVE goals. We believe that all students can SUCCEED, and that in a structured, caring, student-centered environment, every individual can make significant PROGRESS toward reaching their POTENTIAL.

Our school motto is "Never Give Up!"

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	5
Grade 11	17
Grade 12	15
<b>Total Enrollment</b>	<b>37</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.5%
Male	59.5%
Hispanic or Latino	100%
English Learners	45.9%
Homeless	5.4%
Socioeconomically Disadvantaged	100%
Students with Disabilities	24.3%

## 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.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	25.00	675.70	75.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.00	1.35	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	25.00	129.30	14.48	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	50.00	16.30	1.82	12115.80	4.41
<b>Unknown</b>	0.00	0.00	59.80	6.70	18854.30	6.86

<b>Total Teaching Positions</b>	4.00	100.00	893.30	100.00	274759.10	100.00
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Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	24.39	643.50	73.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.50	1.08	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	169.10	19.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.10	75.61	14.70	1.67	11953.10	4.28
<b>Unknown</b>	0.00	0.00	43.40	4.93	15831.90	5.67
<b>Total Teaching Positions</b>	4.10	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	1.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	2.00	3.10
<b>Total Out-of-Field Teachers</b>	2.00	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	25	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Textbooks

We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2010-2011 school year and whether those textbooks covered the California Content Standards. Our teachers include books from Abriendo Caminos and On The Same Page.

### Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Computers:

All students have been provided a Chromebook and if necessary, a hotspot.

<b>Year and month in which the data were collected</b>	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Elements of Literature 3rd Course, Holt Reinhart; Timeless Voices, Timeless Themes - Grade 8-9, Prentice Hall; High Point - Level A, B & C- Grades 5 & 6, Hampton Brown; Edge Reading, Writing & Language; Side by Side - Levels 1-4 - ESL, Pearson Longman	Yes	0%
<b>Mathematics</b>	CPM 1; ALEKS; Khan Academy (technology based)	Yes	0%

<b>Science</b>	Biology Life Science Physical Science	Yes	0%
<b>History-Social Science</b>	World History - US History - American Government - Economy -	Yes	0%
<b>Foreign Language</b>	Egenuity (Spanish)		0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>	Santa Cruz Arts Council (Mariposa Art) Resident Artists		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

<http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

**Year and month of the most recent FIT report**

9/27/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Break room Principal: termites left corner (B.R) dirty missing c over plates sec. bookcase Kit MPR: ants/ clean behind fridge need cover toilet too much + the girls RR needs
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Break room Principal: termites left corner (B.R) dirty missing c over plates sec. bookcase Grass Area: gopher/mole fence along BB court (secure boards) Kit MPR: ants/ clean behind fridge need cover toilet too much + the girls RR needs
<b>Electrical</b>		X		Kit MPR: ants/ clean behind fridge need cover toilet too much + the girls RR needs
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b>			X	

## School Facility Conditions and Planned Improvements

Structural Damage, Roofs			<ul style="list-style-type: none"> <li>1: secure cabinets along the wall (4-5)</li> <li>2: cracks/chunks of asphalt area behind of classrooms retaining cover too high wall</li> <li>3: secure file cabinet</li> <li>4: corner near fence wood rot and around backwall (hole)</li> </ul> Break room Principal: termites left corner (B.R) dirty missing c over plates sec. bookcase
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Grass Area: gopher/mole fence along BB court (secure boards)

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.



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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	18	0	28	26	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	0	17	17	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	25	25	100.00	0.00	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	14	14	100.00	0.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	25	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0



<b>Socioeconomically Disadvantaged</b>	24	24	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	25	25	100.00	0.00	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	14	14	100.00	0.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	25	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	24	24	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	5.00	7.14	16.22	16.11	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	14	14	100.00	0.00	7.14
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	14	100.00	0.00	7.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	14	100.00	0.00	7.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

At New School, we focus mostly on pre-vocational education, such as punctuality, amiability, a good work ethic, integrity, and the ability to accept direction. Twice a year we administer career-interest surveys, which help students to better understand their talents and career options. One of our senior graduation requirements is to investigate different careers and devise a specific post-graduation transition plan (student led conferences). We invite speakers from the armed services to speak with our students. We are now reaching out to our community businesses to bring new career opportunities to our students, such as the Digital Nest, Environmental Science Workshop, City of Watsonville, Driscoll's, Lakeside Organics, K&D Landscaping, Second Harvest Food Bank and the MBASAL. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. Our site has career presenters from local businesses, various vocations come to encourage our students local careers in business or attend local community colleges. We are hopeful that in the near future will offer a CTE pathway at New School and have access to the CTE pathways offered other high schools. During the 2023-24 academic year, we created a CTE pathway in Entrepreneurship through Music Production.

Through district and 40% academic counselor we offer help to those students interested in attending a community college or vocational schools with registration, FAFSA completion, scholarships and other community college and vocational school resources.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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### 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 regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

Parents and all family members are always welcomed to visit New School Community Day. New School welcomes and supports students who are in transition, are in foster care, live with grandparent/s and all family dynamics. Parents are encouraged to visit our school, with notice, anytime during the school year. We work very closely with students' families to earn high diploma through our Student Impact Team (SIT). Staff (certificated and classified) are committed to purposeful and ongoing communication with parents which is documented. We encourage many families to attend outside counseling as well. We understand that each student's family is a lifetime support group. Therefore, we focus on repairing the damage typically done to the family during the period of adolescent rebellion. Parents' involvement opportunities: Initial/entry/orientation meeting with principal, Back To School Night, Open House, English Language Advisory Committee (ELAC)/School Site Council (SSC), Parent Workshops, field trips, school community building activities (i.e. Thanksgiving Feast & Winter Celebration), Student Impact Teams (SIT), quarterly Student Led Conferences (three times per year) . We encourage our parents to visit classrooms and to join us during our daily "Circle of Respect" a 29 year old ritual/ tradition which brings staff and students together for positive closure at the end of each school day.

Our School Site Council meets monthly. Please contact Susan Gaulty at (831) 761-6140, extension 5875, if you are interested in our program or volunteering your time to work with our youth.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
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<b>Dropout Rate</b>	14.3	19.4	20	10.1	7.7	5.6	9.4	7.8	8.2
<b>Graduation Rate</b>	71.4	74.2	66.7	86.1	88.4	89.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	15	10	66.7
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	15	10	66.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	10	66.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	56	52	28	53.8
<b>Female</b>	26	25	14	56.0
<b>Male</b>	29	26	14	53.8
<b>Non-Binary</b>	1	1	0	0.0
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	0	0	0	0.0
<b>Black or African American</b>	0	0	0	0.0
<b>Filipino</b>	0	0	0	0.0

Hispanic or Latino	56	52	28	53.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	22	21	8	38.1
Foster Youth	0	0	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	55	51	27	52.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	10	6	60.0

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	27.27	19.64	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	1.52	0.00	0.00	0.12	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	19.64	0
Female	11.54	0
Male	27.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	19.64	0
Native Hawaiian or Pacific Islander	0	0

<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	18.18	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	20	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

Our caring staff and small learning environment does not tolerate bullying. Our uniform dress code is enforced for safety and consistency. This year we have an 80% social emotional counselor, and 40% Academic counselor. The counseling component is an important part of intervention process (PBIS) and supports any and all conflict resolution opportunities. Issues that surface are addressed with a Student Impact Process (SIT) and students are redirected to maintain a peaceful learning community for all. This year, New School has instituted a speaker series designed to build connection with our site staff, district staff, outside support staff and other positive community leaders and members.

New School embraces the tradition of respect by ending every day with "The Circle of Respect". At the conclusion of this ritual, every student fist-bumps with every student and staff. We are a closed campus and having only one entrance provides our site with very good security for students and staff. We have five video surveillance throughout the school site. All students surrender their phones and are checked into our campus, by our campus safety supervisor. Our full-time campus supervisor and principal are consistently available and visible throughout the day. Students are closely monitored every morning prior to entering school and all personal items, such as backpacks and purses, are monitored to keep our students safe before and after school. Restrooms are open for student used in the morning, at break, and lunch and they are locked during instructional time, but are opened for students when teachers call. All staff members have walkie-talkie radios and are required to have them at all times, including field trips. New School Community Day High School follows district policies as they relate to our site specific comprehensive safety plan, which includes overview with staff and students and drills. The Comprehensive School Safety Plan is updated every March 1 of every school year.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes with 1-22 Students</b>	<b>Number of Classes with 23-32 Students</b>	<b>Number of Classes with 33+ Students</b>
<b>English Language Arts</b>	11	4		
<b>Mathematics</b>	11	4		
<b>Science</b>	12	3		
<b>Social Science</b>	11	4		



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	3		
Mathematics	11	3		
Science	8	6		
Social Science	13	3		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	3	0	0
Mathematics	12	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	30.83

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25,960.07	\$475.45	\$20,626.29	\$59,937.64
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	123.7	-19.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	92.2	-40.8

## Fiscal Year 2022-23 Types of Services Funded

New School receives federal funding (Title 1) to further support the education of low-income students, students who are identified as ELL (English Language Learners), and migrant. The SELPA department provides support staff for our students with IEPs, this includes a 40% resource teacher and aide. The district has granted students a full-time social emotional counselor and a 40% academic counselor which support our PBIS, PBL, and RP efforts. Outside community resources include, Pajaro Valley Prevention Services Agency (PVPSA), which provides mental health services for our students and families and Santa Cruz County Office of Education (SCCOE) & Santa Cruz Probation Department, which provides us the Student Success Program (SSP) that supports our most challenged youth and ALCANCE, which helps with housing and job search. PVPSA and both on-site counselors are funded through the district's LCCF and Community Day School funding source. All other programs, services and expenditures are funded by Community Day School, LCFF, and Title 1 monies. Such as, Mariposa Arts Artists, Environmental Science Workshop, Outdoor School & Character Development Program (OS&CD), field trip transportation costs, Monterey Bay Alternative Schools Athletic League (MBASAL) and Digital Nest.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,666	\$55,550
<b>Mid-Range Teacher Salary</b>	\$68,722	\$84,645
<b>Highest Teacher Salary</b>	\$94,640	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$101,857	\$139,860
<b>Average Principal Salary (Middle)</b>	\$107,410	\$146,440
<b>Average Principal Salary (High)</b>	\$117,662	\$158,447
<b>Superintendent Salary</b>	\$222,832	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	25.51%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.88%	4.89%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional development has been focused on improving school culture for students, families and staff. The professional development includes Positive Behavior and Intervention Supports (PBIS), Attendance Campaigns, Restorative Practices, and Project-Based Learning. Future professional development will include trauma-informed instruction, social and emotional learning and more project-based learning. New School has and will continue to attend all PBIS conferences and district trainings, California Continuation Education Association (CCEA) Conference. Most professional development for the 2023-24 school year will focus on a restorative approach for students, families and staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	10