

New School Community Day
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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/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).

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

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 teachers), 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 Community Day High 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, democratic, student-centered environment, every individual can make significant progress toward reaching their potential. Our school motto is "Never Give Up!"

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	3
Grade 12	33
Total Enrollment	36

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.6
Male	69.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.0
English Learners	44.4
Foster Youth	0.0
Homeless	5.6
Migrant	5.6
Socioeconomically Disadvantaged	88.9
Students with Disabilities	11.1

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	25.00	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	25.00	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	50.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	4.00	100.00	893.30	100.00	274759.10	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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.

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	CPM 1; ALEKS; Khan Academy (technology based)	Yes	0%
Science	Biology Life Science Physical Science	Yes	0%
History-Social Science	World History - US History - American Government - Economy -	Yes	0%
Foreign Language	Egenuity (Spanish)		0%
Health			0%
Visual and Performing Arts	Santa Cruz Arts Council (Mariposa Art) Resident Artists		0%
Science Laboratory Equipment (grades 9-12)	YES	Yes	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

September 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		As HVAC use has increased due to need for constant circulation and ventilation of air (COVID), some of the systems have needed more repair.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Doors and door entry need attention due to weather damage. Restrooms could use an update. The wear and tear are starting to show.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofs were repaired as needed during the 19-20 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Our grounds and exterior surface areas are in horrible disrepair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	18	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	17	N/A	33

2021-22 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
All Students	13	11	84.62	15.38	18.18
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	13	11	84.62	15.38	18.18
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	11	9	81.82	18.18	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13	11	84.62	15.38	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	13	11	84.62	15.38	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	11	9	81.82	18.18	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5	7.1	16.22	28.5	29.47

2021-22 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
All Students	32	20	62.5	37.5	5
Female	12	9	75	25	--
Male	20	11	55	45	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	20	62.5	37.5	5
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	15	9	60	40	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	19	65.52	34.48	5.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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 (Naviance), 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.

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.

2021-22 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 9	--	--	--	--	--

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.

2022-23 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 in NowPow. 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 28 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		21.1	19.4		8.4	7.7		8.9	7.8
Graduation Rate		47.4	74.2		84.7	88.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	23	74.2
Female	12	9	75.0
Male	19	14	73.7
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	31	23	74.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	15	13	86.7
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	30	23	76.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	66	58	31	53.4
Female	22	20	9	45.0
Male	44	38	22	57.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	66	58	31	53.4
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	29	27	14	51.9
Foster Youth	0	0	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	57	52	26	50.0
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	14	9	5	55.6

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.25	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	27.27	0.02	4.40	0.20	3.17
Expulsions	0.00	1.52	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	27.27	1.52
Female	22.73	0.00
Male	29.55	2.27
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	27.27	1.52
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	31.03	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	28.07	1.75
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	35.71	0.00

2022-23 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. Through the Santa Cruz Probation Department this year we have initiated a diversion program that brings focused interventions and valuable resources for our most at-risk youth.

New School embraces the tradition of respect by ending every day with "The Circle of Respect". At the conclusion of this ritual, every student shakes hands 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 use 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	15	3		
Mathematics	14	3		
Science	11	3		
Social Science	10	5		

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.

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	11	4		
Mathematics	11	4		
Science	12	3		
Social Science	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		

2021-22 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	25.71

2021-22 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)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$67,516
Percent Difference - School Site and District	N/A	N/A	123.7	-11.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	103.1	-38.3

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered 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 2022-23 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	20	20