

New Day Academy

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	New Day Academy
Street	214 West 1st Street
City, State, Zip	ALTURAS
Phone Number	530-233-3861
Principal	Laura Blachman
Email Address	laura@shastaview.org
School Website	www.shastaview.org
County-District-School (CDS) Code	45-70169-0137117

2021-22 District Contact Information

District Name	New Day Academy
Phone Number	530-233-3861
Superintendent	Laura Blachman
Email Address	laura@shastaview.org
District Website Address	www.shastaview.org

2021-22 School Overview

New Day Academy (NDA) opened and began serving students in August of 2018. NDA is an independent study program so students do not attend classes at a site. Therefore, the class size sections for elementary and secondary grades do not apply to our model and those sections were left blank in this report.

The school is a TK-12 charter school, governed by the New Day Academy, Inc. Board of Directors, serving the educational needs of students and families who desire an alternative to traditional classroom based public school programs. The charter school is sponsored by Whitmore Union Elementary School District in Shasta County.

NDA provides a personalized learning program that complies with California independent study statutes and regulations, including but not limited to state independent study attendance accounting. Enrollment in NDA is available to all students in Shasta, Modoc, Lassen, Tehama, Trinity, and Siskiyou. NDA provides the support necessary for each family with enrolled students to participate fully with the curriculum and to be successful in the program. NDA is a public school so there is no tuition.

The NDA personalized learning program includes a core team of participants dedicated to each student's academic success. Each team includes the student's California credentialed teacher of record, his/her parent (or guardian), the student (him/herself), and other academic specialists (Reading, Writing and Mathematics) needed to best support a student's academic needs. The NDA teacher assigned to the student will interact with the family/student in person at meetings and will also maintain consistent communication via e-mail, text, fax, and phone. Instructors become personal and professional guides in the educational journey of each child, partnering with parents to support and encourage academic growth using a variety of educational systems and methodologies in order to help students meet or exceed school and state learning standards. An ongoing dialogue is established that focuses on these academic elements to promote individual student learning, explore ways to expand each child's skills and knowledge, and monitor and adjust for the success of the student.

NDA focuses on improving the quality of life for its diverse student population and their families through the delivery of an individualized, personalized curriculum. The curriculum emphasizes the development of strong core learning competencies, knowledge, skills, and attributes necessary to lead a fulfilling and successful life. Particular attention is devoted to the core curricular areas of English/Language Arts, Mathematics, Science, and Social Studies. Additional resources and instruction will be provided in the areas of Fine/Performing/Media Arts, Physical Education, Technology, and a variety of elective subjects

2021-22 School Overview

using enrichment vendors/community partners, computer software programs, and community college classes.

Mission Statement:

New Day Academy's mission is to provide an innovative personalized learning program that honors parental choice. We support our students with a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.

NDA Educational Vision:

NDA is based on the belief that each student should be supported with the appropriate resources to realize their full potential.

We operate on the understanding that:

Strong core competency skills are critical to successful lifelong learning.

All students have different learning styles, abilities, and background experiences. As important as "what" a student learns is "how" a student learns.

Parents, supported by trained educators with effective, standards based curriculum, are capable of providing an excellent education to their children.

Developing an educational plan tailored to meet a student's learning style, abilities, strengths, and areas of need allows them to flourish.

Students need to become self-motivated, organized, competent, lifelong learners, able to use different sources of information and complete tasks.

Powerful teacher-student relationships are a motivating factor toward success.

Opportunities for distance learning and online education are encouraged and supported to move students into the age of technology.

Beyond core courses, providing a variety of elective course options allows students to find their individual path and life goals.

How Learning Best Occurs:

NDA believes that learning best occurs when:

Teachers partner with parents and students to support, monitor, and encourage academic growth.

Assessment tools are used to accurately assess student skill levels ensuring that curriculum and methodologies are appropriate for each student.

Students are challenged to stretch and meet their potential.

Experiential learning is included in a student's education plan and enrichment opportunities are offered.

Tutoring and small group instruction is offered to provide support to independent learning.

Student, parent, teacher communication is supportive and frequent..

NDA provides the support necessary for each enrolled student to participate fully with the curriculum and to be successful in the program.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	15
Grade 1	17
Grade 2	16
Grade 3	15
Grade 4	17
Grade 5	9
Grade 6	9
Grade 7	7
Grade 8	3
Total Enrollment	108

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.7
Male	46.3
American Indian or Alaska Native	0.9
Filipino	0.9
Hispanic or Latino	7.4
Two or More Races	3.7
White	85.2
Socioeconomically Disadvantaged	41.7
Students with Disabilities	14.8

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

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

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)						
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						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

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

2020-21 Class Assignments

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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
Mathematics	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
Science	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
History-Social Science	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
Foreign Language	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
Health	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
Visual and Performing Arts	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0
Science Laboratory Equipment (grades 9-12)	New Day Academy allows parental choice for curriculum and has adopted all State approved curriculum.	Yes	0

School Facility Conditions and Planned Improvements

In the 2019-2020 school year, NDA leased two facilities to include an administrative office located in Alturas, California and a resource center in Redding. The facilities are well maintained, safe, and clean. To date the facilities are in excellent repair and there are no plans for improvement.

Year and month of the most recent FIT report

8-1-2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

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

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

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The nature of our independent study program requires that parents are directly involved in their children's education on a daily basis. A highly qualified NDA credentialed teacher is assigned to each family and they develop a collaborative, encouraging relationship with each family, using coaching and mentoring strategies to assist parents and students.

Parents also have the opportunity to be involved in the school's Advisory Council by serving as a member of the council or by attending quarterly meetings as a participant. Parents may also be involved by serving as a seated member of the Board of Directors, or by attending board meetings, by serving as committee members on various school projects, and by giving input at biannual parent meetings. Annual parent surveys completed in early spring provide school administration and staff with excellent suggestions for improving our school program.

Our Director, Laura Blachman, is the administrative contact for parent involvement and Julie Warner, our Board chairperson, is the contact for parents interested in participating with the Board of Directors.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

New Day Academy is committed to maintaining a safe and secure resource center for all of its students and staff. To that end, this Comprehensive School Safety Plan (“Plan”) covers the Charter School’s policies and expectations regarding its practices in maintaining the security of the physical site, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All Charter School employees receive training in the Comprehensive School Safety Plan upon joining the school, and will annually review any changes to the Plan. The plan was created by committee, discussed and reviewed by staff and approved and implemented in February of 2020.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	1	4		
2	2	2		
3	2	3		
4	1	1		
5	2	4		
6	1	7		
Other	6	35		

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	2	1		
Other	9	11		

2020-21 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	

2020-21 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8209	\$1005	\$7,204.06	\$58,623
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-7.3	-19.7

2020-21 Types of Services Funded

New Day Academy offers support for core subject areas. The school's academic staff in the 2019-2020 school year included 30 highly qualified teachers, a Mathematics Specialist, a Reading Specialist, a High School Coordinator, and a highly qualified Special Education staff.

While the school is a personalized learning independent study program, students were offered supplementary classes in writing, science, drama, Robotics, and math in the 2019-2020 school year at the Redding Resource Center. NDA has an effective intervention program for any students who assess below grade level in Language Arts and/or Mathematics. Supplementary support for these students may include: one on one tutoring from their assigned teacher, group and one on one tutoring with academic specialists, writing classes, online programs to build skills, and supplementary curriculum as needed.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

New Day Academy (NDA) provides a 3 day all staff training each August and a teacher training event each of the 11 months that teachers are in active employment status. All developmental days are focused on student improvement and achievement. At the beginning of the school year, goals for improvement are developed based on student achievement data to guide the school throughout the year. In the 2019- 2020 year, professional development and goals were focused on Language Arts instruction, Writing instruction, Mathematics skill improvement and development, effective intervention strategies, special education services, college and career readiness, and Career Technical Education Pathways.

Method of delivery for professional development includes: training by the Executive Director, staff training with specialist (High School Coordinator, Reading Specialist, Mathematics Team, Writing Specialist), monthly review of research related to educational methods, conference attendance (Charter School Development Center, California Charter School Association, Aplus+), Shasta County Office of Education Training and courses offered by private vendors for core course instruction.

In addition to administrative support for professional development, NDA has a credentialed staff member assigned as the teacher trainer. This individual has vast experience and knowledge of the teacher position, and offers support and guidance throughout the year to all NDA teachers.

NDA teachers are evaluated each year by the Executive Director and goals for professional development are created each spring.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	40	