New Day Academy
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.newdayacademy.net
County-District-School (CDS) Code	45-70169-0137117

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	28
Grade 1	40
Grade 2	34
Grade 3	37
Grade 4	22
Grade 5	34
Grade 6	26
Grade 7	18
Grade 8	38
Grade 9	22
Grade 10	30
Grade 11	27
Grade 12	38
Total Enrollment	394

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	2.5
Asian	1.5
Filipino	0.5
Hispanic or Latino	9.4
White	74.1
Two or More Races	8.1
Socioeconomically Disadvantaged	42.9
English Learners	0.3
Students with Disabilities	11.7
Homeless	0.3

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	30	6	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

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

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.

School Facility Good Repair Status
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8-1-2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	60	N/A	50	N/A
Mathematics (grades 3-8 and 11)	39	N/A	36	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	41	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

NDA's personalized learning program prepares students to be independent learners, with critical analysis and problem solving skills, and prepares them to be ready for career and college success. All programs and courses are academically rigorous and reinforce core academic content. NDA is WASC accredited and has an extensive University of California a-g course list.

New Day Academy (NDA) adopted the Career Choices program to help students explore different career and post secondary paths. The "Focus on College and Career" course is a graduation requirement and guides students to complete a comprehensive plan and portfolio that charts their path to a career. NDA offers a wide range of options to support each student's graduation plan and their desired post high school outcomes. Options available include: the use of traditional high school curriculum, online courses, community college courses, work study, and internships. In the 18-20 school year, over 50% of our high school students were concurrently enrolled in community college courses.

The NDA Internship Program provides real world application of core subject content while giving students guidance, support and high school credit exploring a career interest. Internships, as well as career exploration opportunities, are evaluated by the supervisors from the business community. These evaluations give feedback to the NDA teacher regarding the student's success and/or difficulties in their real world experience. All students, including students in special populations, work closely with their teacher(s) and high school coordinator to develop and continually evaluate a successful plan of study to meet a student's unique goals.

During the 2019-20 school year, NDA implemented and offered seven CTE Pathways. The school CTE pathways represent the following industry sectors: Forestry and Natural Resources, Business Management, Engineering Design, Family and Human Service, Food Service and Hospitality, Information Support and Services, and Patient Care. Each pathway includes rigorous online a-g options and community college courses.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	83
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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	63.56
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate			4.2	12.5	6.1	6.5	9.1	9.6	9
Graduation Rate			91.7	75	93.9	90.3	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
1									1	4		
2									2			2
3									2	3		
4									1	1		
5									2	4		
6									1	7		
Other**									6	35		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts					2	66			1	90		
Mathematics					1	85			1	85		
Science					2	69			1	65		
Social Science					2	87			1	93		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.9

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

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		
State	N/A	N/A	$7,750	$71,448
Percent Difference - School Site and State	N/A	N/A	-4.1	-10.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		$46,965
Mid-Range Teacher Salary		$67,638
Highest Teacher Salary		$88,785
Average Principal Salary (Elementary)		$112,524
Average Principal Salary (Middle)		$117,471
Average Principal Salary (High)		
Superintendent Salary		$128,853
Percent of Budget for Teacher Salaries	16.0	30.0
Percent of Budget for Administrative Salaries	3.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	40

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.