

New Day Academy-Shasta

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	New Day Academy-Shasta
Street	214 West 1st Street
City, State, Zip	Alturas, CA 96101
Phone Number	530-233-3861
Principal	Laura VanAcker
E-mail Address	laurav@ndaemail.com
Web Site	www.newdayacademy.net
CDS Code	45-70169-034031

District Contact Information	
District Name	New Day Academy – Shasta
Phone Number	530-233-3861
Superintendent	Laura VanAcker
E-mail Address	laurav@ndaemail.com
Web Site	www.newdayacademy.net

School Description and Mission Statement (School Year 2017-18)

New Day Academy - Shasta (NDA-Shasta) opened and began serving students in August of 2016. 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.

NDA-Shasta 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-Shasta is available to all students in Shasta County and its contiguous counties. NDA-Shasta provides the support necessary for each family with enrolled students to participate fully with the curriculum and to be successful in the program. NDA-Shasta, as a public school, does not charge tuition.

The NDA-Shasta education program is designed around the core learning team of the student’s assigned teacher of record, his/her parent (or guardian), and the student (him/herself). Each student in the NDA-Shasta personalized learning program will be assigned an NDA-Shasta teacher with whom they will interact in person and 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 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-Shasta 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 vendors, computer software programs, and community college classes.

NDA-Shasta is fully accredited by The Western Association of Schools and Colleges (WASC) earning a 3 year initial term through June 30, 2020.

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-Shasta Educational Vision:

NDA-Shasta 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 on line 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-Shasta 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.. Students who enroll must meet the admission criteria of NDA-Shasta and complete its admissions process. Furthermore, NDA-Shasta provides the support necessary for each family with enrolled students to participate fully with the curriculum and to be successful in the program. NDA-Shasta, as a public school, does not charge tuition.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	11
Grade 1	8
Grade 2	9
Grade 3	10
Grade 4	9
Grade 5	12
Grade 6	8
Grade 7	13
Grade 8	3
Grade 9	6
Grade 10	6
Grade 11	2
Grade 12	1
Total Enrollment	98

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	1
White	76.5
Two or More Races	5.1
Socioeconomically Disadvantaged	33.7
English Learners	4.1
Students with Disabilities	10.2
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential		26	30	30
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: July, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

NDA-Shasta leases two facilities. The administrative office is located in Alturas, California and the Redding Resource Center is located in Redding, California. Both facilities are well maintained, safe, and clean. In the fall of 2017 a locking safety door was added to the Redding Resource Center to insure student and staff safety. To date both facilities are in excellent repair and there are no plans for further improvement.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8-1-2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8-1-2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		58		45		48
Mathematics (grades 3-8 and 11)		35		25		37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	65	97.01	58.46
Male	28	26	92.86	61.54
Female	39	39	100	56.41
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	50	96.15	58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	55.17
English Learners	--	--	--	--
Students with Disabilities	11	11	100	45.45

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	65	97.01	35.38
Male	28	26	92.86	34.62
Female	39	39	100	35.9
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	50	96.15	38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	20.69
English Learners	--	--	--	--
Students with Disabilities	11	11	100	27.27

Note: 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.

Note: 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.

Note: 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.

Career Technical Education Programs (School Year 2016-17)

All NDA-Shasta high school students are required to complete a Career Choices course as part of their graduation requirements. This course guides students through a process to create a comprehensive plan and portfolio that charts their path to a career. In addition, NDA-Shasta offers extensive online career and elective courses, internship opportunities directed at a student’s career interests, concurrent enrollment in local community colleges, credit for working in the community and seminars on employability. In the 2016-2017 school year, NDA-Shasta explored CTE pathway options, sought CTE training for staff, surveyed student interests regarding career paths, and initiated a CTE committee to develop three pathways in the 2017-2018 school year. The committee is currently working to finalize pathways in the following industry sectors; Forestry and Natural Resources, Business, and Information Technology.

NDA-Shasta’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. Most courses are a-g approved. CTE courses and internships provide real world application of core subject content and make a student’s high school academic plan relevant and personalized. NDA-Shasta teachers, high school coordinator, and community college professors evaluate a student’s success in all courses and programs. Internships and career exploration supervisors from businesses in the community complete evaluation forms for feedback of a student’s success and or difficulties in their real world experience.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	14
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	15.31
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1	18.2	72.7
7		40	46.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The nature of our independent study program requires direct daily parental involvement. The supervising teachers develop a collaborative, encouraging relationship with each family, using coaching and mentoring strategies to assist parents and students. Parents may be involved in the Advisory Council, serve on the Board of Directors, attend the board meetings, be committee members on various school projects, and participate in other ways. Annual surveys completed by parents provide excellent suggestions for improving our school program.

Our Director, Laura VanAcker, is the administrative contact for parent involvement and Julie Warner, our Board president, 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.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions			0.0	0.0	0.0	0.0	3.8	3.7	3.6
Expulsions			0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

New Day Academy-Shasta 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 August of 2018.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								1	14			
Mathematics								1	15			
Science								1	8			
Social Science								1	10			

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

New Day Academy offers support for core subject areas with a Reading Specialist, a Mathematics Specialist, and a Writing Specialist. Individual and group tutoring is provided for students working below grade level or having difficulty with core subject areas.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

NDA-Shasta 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 year goals for improvement are developed based on student achievement data to guide the school throughout the year. In the 2016-2017 year, professional development and goals were focused on Language Arts, Writing, and Mathematics skill improvement and development.

Method of delivery for professional development includes; training by the Executive Director, staff training with specialist (High School Coordinator, Reading Specialist, Mathematics Specialist, 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 to professional development, NDA-Shasta 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-Shasta teachers.

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