

# School Accountability Report Card

## Reported Using Data from the 2018–19 School Year

California Department of Education

### New Designs Charter School

**Address:** 2303 S. Figueroa Way  
Los Angeles, CA 90007

**Phone:** (213)765-9084

**Principal:** Dr. Stephen Gyesaw

**Grade Span:** Grades 6-12

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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

### District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	Austin.beutner@lausd.net
Website	<a href="http://home.lausd.net">http://home.lausd.net</a>

### School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	New Designs Charter School
Street	2303 South Figueroa Way
City, State, Zip	Los Angeles, CA 90007-2504
Phone Number	(213) 765-9084
Principal	Dr. Stephen Gyesaw
Email Address	<a href="mailto:Stephen.gyesaw@newdesignscharter.net">Stephen.gyesaw@newdesignscharter.net</a>
Website	<a href="http://www.newdesignscharter.com">http://www.newdesignscharter.com</a>
County-District-School (CDS) Code	19 64733-0102541

### School Description and Mission Statement (School Year 2019–20)

New Designs Charter School is a secondary math-science-technology school located in downtown Los Angeles close to the University of Southern California. The school provides education services to urban youth from all walks of life. The school offers a challenging and rigorous program of education for learners who strive for academic, social and emotional achievement and wellness.

The school's curriculum centers around traditional core subjects (i.e. Science, Math, English, and Social Studies) that integrate rigor and relevance to students' everyday lives and circumstances. In addition, arts and computer courses add to cultural and technological literacy to enhance the learning experience by bringing variety to the ways knowledge is expressed and demonstrated.

As a school that prepares students for college and career, New Designs' mark of distinction lies in engendering an inquisitive ethic in students that enables them to think critically, communicate, collaborate, and be creative. As a learning community whose goal is to prepare the next generation of leaders and professionals, the school expects and teaches students to make a difference in their school lives and in their communities. The core of the academic program is focused around preparing students to meet and exceed the UC/CSU A-G admission requirements while also preparing students to assume careers in their fields of choice. Before and after school programs and Saturday Academy have been established to offer academic support to students.

New Designs offers an inclusive structure that provides diverse learners with opportunities for success. Special Education and English Language Development (ELD) programs help make inclusiveness a reality. As an independent small public school, New Designs does not discriminate when it comes to admissions or participation in educational services at the

school. A 501c3, New Designs seeks fiscal and other in kind supports from the greater Los Angeles, private, and public sectors. The school continues to grow while developing innovative solutions to the educational issues facing urban youth of today. Extra-curricular programs like Athletics, Football, Soccer, Clubs, Cheer and Arts complement and make the high school and middle school experiences memorable.

**VISION:** In pursuit of excellence, New Designs prepares students to succeed in a global, diverse, information based and technologically advanced society.

**MISSION:** New Designs is committed to the development of a multi-cultural college preparatory learning environment that enables students to become literate, self-motivated and life-long learners.

#### **Student Enrollment by Grade Level (School Year 2018–19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	131
<b>Grade 7</b>	146
<b>Grade 8</b>	149
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	120
<b>Grade 10</b>	116
<b>Grade 11</b>	107
<b>Grade 12</b>	86
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	855

#### **Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	11
<b>American Indian or Alaska Native</b>	0.1
<b>Asian</b>	0.1
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	88.4
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	0
<b>Two or More Races</b>	0.2
<b>Socioeconomically Disadvantaged</b>	94.4
<b>English Learners</b>	14.9
<b>Students with Disabilities</b>	8.5
<b>Foster Youth</b>	0.2
<b>Homeless</b>	0.2

## 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 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	32	31	30	21054
Without Full Credential	3	1	3	783
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	1103

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	3	4

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 2019–20)

**Year and month in which the data were collected:** August 2019

New Designs provides high quality standards-based textbooks and materials to all students for the instructional programs available at the school. Yearly reviews of textbooks and materials occur to ensure alignment and workability with curriculum and Common Core standards for California. The school follows the lead and guidance issuing from the State Board of Education which reviews K-8 textbooks and other instructional materials and provides guidance.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p><b>Reading/Language Arts</b></p>	<p><b>Sixth Grade:</b> SpringBoard, (2017), English Language Arts, College Board. I-Ready Common Core Reading Instruction (2016). <b>Seventh Grade:</b> SpringBoard, (2017), English Language Arts, College Board. I-Ready Common Core Reading Instruction (2016). <b>Eighth Grade:</b> SpringBoard, (2017), English Language Arts, College Board. I-Ready Common Core Reading Instruction (2016). <b>Ninth Grade:</b> SpringBoard, (2017), English Language Arts, College Board. <b>Tenth Grade:</b> SpringBoard, (2017), English Language Arts, College Board. <b>11th Grade:</b> SpringBoard, (2017), English Language Arts, College Board. <b>Twelfth Grade:</b> SpringBoard, (2017), English Language Arts, College Board.</p>	<p>Yes</p>	<p>0%</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p><b>Sixth Grade:</b> I-Ready Common Core Mathematics Instruction (2016). Mathematics, Pearson/2008.</p> <p><b>Seventh Grade:</b> I-Ready Common Core Mathematics Instruction (2016). Mathematics, McDougallLittell/2001.</p> <p><b>Eighth Grade:</b> I-Ready Common Core Mathematics Instruction (2016). Algebra I, McDougallLittell/2001.</p> <p><b>Ninth Grade:</b> Algebra II, Glencoe/2005.</p> <p><b>Tenth Grade:</b> Geometry, Holt/2004.</p> <p><b>Eleventh Grade:</b> (Trig/Pre-Calc): Advanced Mathematics, Glencoe/2008.</p> <p><b>Twelfth Grade:</b> Calculus, Prentice-Hall/2008.</p> <p><b>Twelfth Grade (Stats):</b> Modeling the World</p>	Yes	0%
<b>Science</b>	<p><b>Sixth Grade:</b> Earth Science, Glencoe/2008.</p> <p><b>Seventh Grade:</b> Life Science, Glencoe/2008.</p> <p><b>Eighth Grade:</b> Physical Science, Glencoe/2008.</p> <p><b>Ninth Grade:</b> Biology, Glencoe/2007.</p> <p><b>Tenth Grade:</b> Chemistry, Glencoe/2008.</p> <p><b>Tenth Grade:</b> Physiology, MosbyLifeline/1997.</p> <p><b>Eleventh Grade:</b> Barr (2016) AP Biology AP Biology, Pearson/2009</p> <p><b>Twelfth Grade:</b> Physics, Glencoe/2008</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<b>Sixth Grade:</b> Ancient Civilizations, McDougallLittell/2006. <b>Seventh Grade:</b> Medieval Times, McDougallLittell/2006. <b>Eighth Grade:</b> US History, McDougallLittell/2006. <b>Ninth Grade:</b> World History. <b>Eleventh Grade:</b> American History, Pearson/2009. <b>Twelfth Grade:</b> Economics, Glencoe/2005. <b>Twelfth Grade:</b> American Government, Holt & Reinhart/2003.	Yes	0%
<b>Foreign Language</b>	Spanish I: Realidades I, Pearson/2004 Spanish II: Realidades II, Pearson/2004 Spanish III: Realidades III, Pearson/2004	Yes	0%
<b>Health</b>	Health: Decisions for Health, Holt-ReinhartWinston/2010.	Yes	0%
<b>Visual and Performing Arts</b>	Drama: Living Theater, McGraw-Hill/2008.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

### School Facility Conditions and Planned Improvements

New Designs places great importance on a clean and safe environment for learning. To ensure that our campus is clean and safe, our custodian crews are available daily during school days and diligently work to keep the facilities clean and safe. They are on alert to ensure appliances and machinery works well. The interiors of classrooms are painted, and floors stripped and waxed annually. Repairs are made promptly when needed.

A new campus was added for 2019-20 and is planned to house our middle school student population in grades 6-8. For year 2019-20 however, the new campus only houses 4 out of the 6 cohorts the school has. A grade level will be added each subsequent year until all middle school grade levels are accommodated on the single campus. New buildings and classrooms are being added and opened on the campus to house these students.

**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:** August 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good			Yearly inspections and repairs/upgrades as needed.
<b>Interior:</b> Interior Surfaces	Good			Yearly inspections and yearly paint jobs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good			
<b>Electrical:</b> Electrical	Good			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good			Regular inspections and repairs of breakdowns as needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good			Regular inspections and upgrade of fire alarm systems underway
<b>Structural:</b> Structural Damage, Roofs	Good			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good			Yearly inspections and repairs as needed.

**Overall Facility Rate**

**Year and month of the most recent FIT report:** August 2019

**Overall Rating**

Exemplary	Good	Fair	Poor
N/A	Good	N/A	N/A

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	48	48	43	45	50	50
<b>Mathematics (grades 3-8 and 11)</b>	28	23	32	34	38	39

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 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	518	514	99.23	0.77	47.86
<b>Male</b>	261	258	98.5	1.15	42.25
<b>Female</b>	257	256	99.61	0.39	53.52
<b>Black or African American</b>	53	53	100	0.00	41.51
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	462	458	99.13	0.87	48.25
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>					
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	495	491	99.19	0.81	47.86
<b>English Learners</b>	199	198	99.50	0.50	27.27
<b>Students with Disabilities</b>	45	45	100	0.00	13.33
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	518	514	99.23	0.77	23.25
<b>Male</b>	261	258	99.85	1.15	24.81
<b>Female</b>	257	256	99.61	0.39	21.28
<b>Black or African American</b>	53	53	100	0.00	28.30
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	462	458	99.13	0.87	22.27
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>					
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	495	491	99.19	0.81	23.83
<b>English Learners</b>	199	198	99.50	0.50	9.09
<b>Students with Disabilities</b>	45	45	100	0.00	2.22
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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.

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

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

**Career Technical Education (CTE) Programs (School Year 2018–19)**

New Designs Charter School has 5 Career Pathways with the following emphases: Law & Diplomacy, Medical Science, Technology, Engineering and Finance. All courses are based on the California Content Standards in Science and guided by the Common Core Content Literacy Standards in Career and Technical Subjects.

- Law and Diplomacy – Coursework gives a general overview of law and legal systems and an understanding of why we live under the rule of law, and how laws are enacted, enforced, interpreted and changed.
- Medical Sciences – Science and bio-medical coursework; to investigate career in medicine, genetics, and public health.
- Technology – Foundational and specialty courses that teach and focus on computing sciences. This pathway has been reinforced through adoption of hands-on industry-oriented courses through partnership with Project Lead The Way.
- Finance – Coursework and exposure to Banking, International Finance, Securities, and Economics.
- Engineering - Students identify real-world challenges and apply engineering solutions derived through research, design, and testing.

As much as possible, all course work brings students to the real world of their chosen pathway. For example, Law pathway students participate in moot courts, visits with judges to courtrooms and to local universities Law Schools. Medical sciences students visit clinics and on occasions get to come to school wearing scrubs to bring the experience close to home.

**Career Technical Education (CTE) Participation (School Year 2018–19)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	332
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	0
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	100

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	71.11
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	98.39

### 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

### California Physical Fitness Test Results (School Year 2018–19)

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
7	20.40	28.90	28.90
9	12.90	22.20	45.30

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 2019–20)

Our parents have various opportunities to be involved in the school. The school already promotes a family friendly environment which has seen numerous siblings, cousins and neighbors come and go through the school's doors. The development of the school's LCAP offers parents a unique opportunity to make meaningful contributions to the education of their children. The School Site Council meets accordingly to review elements of the LCAP and review implementation that provides input for goal reviews and new goals development. For parents of English Learners as well as those just interested in the development and progress of English Language Learners, we offer participation in English Language Advisory Committee (ELAC) activities.

Parents are also able to meet with the principal on a regular basis for Coffee with The Principal to discuss various school related topics and issues. Parents of students with

special needs meet as a group at least once a semester to get information or updates on programs, issues, and progress of their children in Special Education.

Timely information is disseminated to parents through a weekly newsletter that is posted on the school website. Each student also gets a paper copy of the newsletter every Friday to share with their parents or guardians.

## 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 2015–16	District 2015–16	State 2015–16
Dropout Rate	11	13.7	9.7
Graduation Rate	85.4	77.3	83.3

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	13	18.6	10.8	11.3	9.1	9.6
Graduation Rate	83.7	81.4	79.7	80.1	82.7	83

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 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
Suspensions	0.1	0.3	0.5	0.8	0.8	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019–20)

New Designs Charter School has a plan that maximizes safety for all. The plan is aligned with state and district guidelines. Regular fire, disaster, earthquake and other required safety drills that now include active shooter drills are held throughout the school year, and students and staff are aware of evacuation routes, and emergency routes to places of safety. The School Emergency Procedures: Employee Guide has been distributed to all staff. All High School coaches on campus are required to become certified for first aid and are instructed on what to do in case of an emergency. Also, many teachers are certified for first aid. The School Safety Plans are reviewed on an annual basis in a transparent process that allows staff and other stakeholders to provide input as required by law. The plan was last reviewed in August 2019, and staff receive monthly updates and/or training.

All staff members are aware and carefully follow the school and state guidelines on child abuse, harassment, campus security, disaster preparedness, crime reporting, school discipline and suicide awareness and prevention. Our counselors, school psychologist, teachers, and staff members consistently serve, supervise, and interact with students to reinforce behavioral expectations and safety standards.

### 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) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	30		39	
Other**				

\*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 (Elementary) (School Year 2017–18)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	30		37	2
Other**				

\*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 (Elementary) (School Year 2018–19)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	26		39	
Other**				

\*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) (School Year 2016–17)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	30		35	
Mathematics	28	5	30	
Science	28	3	26	
Social Science	28	2	27	

\*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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	29	4	32	1
<b>Mathematics</b>	28	4	30	
<b>Science</b>	28	1	23	3
<b>Social Science</b>	27	3	23	2

\*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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	28	4	37	1
<b>Mathematics</b>	26	7	28	
<b>Science</b>	27	4	22	
<b>Social Science</b>	26	6	14	

\*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 Academic Counselors to Pupils (School Year 2018–19)**

<b>Title</b>	<b>Ratio</b>
<b>Academic Counselors*</b>	427.5

\*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 2018–19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2.0
<b>Library Media Teacher (Librarian)</b>	-
<b>Library Media Services Staff (Paraprofessional)</b>	-
<b>Psychologist</b>	0.5
<b>Social Worker</b>	-
<b>Nurse</b>	-
<b>Speech/Language/Hearing Specialist</b>	-
<b>Resource Specialist (non-teaching)</b>	2.0
<b>Other</b>	-

\*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 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,034	\$2,201	\$12,833	\$68,208
District	N/A	N/A	\$13,060	\$74,789.00
Percent Difference – School Site and District	N/A	N/A	-0.017	-9.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference – School Site and State	N/A	N/A	41.5	-21.9

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

**Types of Services Funded (Fiscal Year 2018–19)**

New Designs' funded services include expenditures for instructional programs that include English Learners, Special Education and regular education programs, categorical programs, instructional support and pupil services. Additionally, the school has general and administrative support, facilities, school maintenance and operations expenses.

The School provides the following programmatic resources: Academic Enrichment, Professional Development aimed at supporting English Learners, Study Island for basic and supplemental instructional support, I-Ready and SpringBoard curriculum support for core areas, Before and After School tutoring support and Saturday School. The school also offers breakfast, lunch and supper to its free/reduced meal student population.

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,805	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

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 2018–19)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	1	N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>	0	N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	1	N/A
<b>Science</b>	3	N/A
<b>Social Science</b>	3	N/A
<b>All Courses</b>	10	16.6%

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

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

**Professional Development**

<b>Measure</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6

New Designs Charter School provides Professional Development (PD) guided by and aligned to the California Standards for the Teaching Profession (CSTP). The professional development places an emphasis on meeting the diverse needs of diverse learners through, for example, (a) differentiation, (b) student centered approaches to content engagement, and (c) project-based learning. A number of PDs are also focused on the ELD program and the needs of English Learners. In most recent years PDs have also focused on alignment, integration and implementation of Common Core State Standards (CCSS) for English Language Arts (ELA) and mathematics as well as making connections to the Next Generation Science Standards (NGSS) grade by grade alignment with the CCSS for mathematics and ELA. PDs also focus on (effective) utilization of data. Data is central to improving instruction and New Designs has been increasingly providing professional development that places primacy on analysis and use of data in instruction.

There are a variety of ways PD is conducted: - It is offered through dedicated after-school and pupil free whole day teacher PD days (2 hours every other week and 6 full days a year) that focus on specific areas of need; teachers can attend in-service and district sponsored workshops, webinars and professional oriented conferences; new teachers are supported through the New Teacher Academy and experienced teachers provide mentorship to those still establishing themselves in the profession.