

New Designs Charter School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School 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	Stephen Gyesaw
E-mail Address	stephen.gyesaw@newdesignscharter.net
Web Site	http://www.newdesignscharter.com
CDS Code	19 64733 0102541

District Contact Information	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	http://home.lausd.net/

School Description and Mission Statement (School Year 2018-19)

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. SPED, ELL and GATE 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 2017-18)

Grade Level	Number of Students
Grade 6	149
Grade 7	155
Grade 8	151
Grade 9	132
Grade 10	125
Grade 11	102
Grade 12	77
Total Enrollment	891

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	11.0
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.0
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.0
White	0.1
Socioeconomically Disadvantaged	96.2
English Learners	18.9
Students with Disabilities	4.8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	32	31	
Without Full Credential	10	3	1	
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments *	2	0	0
Vacant Teacher Positions	0	2	3

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 2018-19)

Year and month in which data were collected: August 2018

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Sixth Grade: SpringBoard, (2017), English Language Arts, College Board. I-Ready Common Core Reading Instruction (2016).</p> <p>Seventh Grade: SpringBoard, (2017), English Language Arts, College Board. I-Ready Common Core Reading Instruction (2016).</p> <p>Eighth Grade: SpringBoard, (2017), English Language Arts, College Board. I-Ready Common Core Reading Instruction (2016).</p> <p>Ninth Grade: SpringBoard, (2017), English Language Arts, College Board.</p> <p>Tenth Grade: SpringBoard, (2017), English Language Arts, College Board.</p> <p>11th Grade: SpringBoard, (2017), English Language Arts, College Board.</p> <p>Twelfth Grade: SpringBoard, (2017), English Language Arts, College Board.</p>	Yes	0%
Mathematics	<p>Sixth Grade: I-Ready Common Core Mathematics Instruction (2016). Mathematics, Pearson/2008.</p> <p>Seventh Grade: I-Ready Common Core Mathematics Instruction (2016). Mathematics, McDougallLittell/2001.</p> <p>Eighth Grade: I-Ready Common Core Mathematics Instruction (2016). Algebra I, McDougallLittell/2001.</p> <p>Ninth Grade: Algebra II, Glencoe/2005.</p> <p>Tenth Grade: Geometry, Holt/2004.</p> <p>Eleventh Grade</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	(Trig/Pre-Calc): Advanced Mathematics, Glencoe/2008. Twelfth Grade: Calculus, Prentice-Hall/2008. Twelfth Grade (Stats): Modeling the World		
Science	Sixth Grade: Earth Science, Glencoe/2008. Seventh Grade: Life Science, Glencoe/2008. Eighth Grade: Physical Science, Glencoe/2008. Ninth Grade: Biology, Glencoe/2007. Tenth Grade: Chemistry, Glencoe/2008. Tenth Grade: Physiology, MosbyLifeline/1997. Eleventh Grade: Barr (2016) AP Biology AP Biology, Pearson/2009 . Twelfth Grade: Physics, Glencoe/2008	Yes	0%
History-Social Science	Sixth Grade: Ancient Civilizations, McDougallLittell/2006. Seventh Grade: Medieval Times, McDougallLittell/2006. Eighth Grade: US History, McDougallLittell/2006. Ninth Grade: World History. Eleventh Grade: American History, Pearson/2009. Twelfth Grade: Economics, Glencoe/2005. Twelfth Grade: American Government, Holt & Reinhart/2003.		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish I: Realidades I, Pearson/2004 Spanish II: Realidades II, Pearson/2004 Spanish III: Realidades III, Pearson/2004	Yes	0%
Health	Health: Decisions for Health, Holt- ReinhartWinston/2010.	Yes	0%
Visual and Performing Arts	Drama: Living Theater, McGraw-Hill/2008.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. An office and a large adjoining open space were converted to add one more classroom for students.

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: 2018 August		
System Inspected	Repair Status	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	New sinks were installed in 4 bathrooms that needed upgrades and/or repairs
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New security fence erected around the school.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 August	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	48.0	40.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	28.0	30.0	32.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	542	536	98.89	47.57
Male	262	260	99.24	45.38
Female	280	276	98.57	49.64
Black or African American	53	52	98.11	51.92
Asian	--	--	--	--
Hispanic or Latino	482	477	98.96	47.38
Socioeconomically Disadvantaged	524	519	99.05	46.63
English Learners	234	231	98.72	30.30
Students with Disabilities	38	37	97.37	10.81
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	542	535	98.71	28.04
Male	262	260	99.24	29.23
Female	280	275	98.21	26.91
Black or African American	53	52	98.11	23.08
Asian	--	--	--	--
Hispanic or Latino	482	476	98.76	28.78
Socioeconomically Disadvantaged	524	518	98.85	28.38
English Learners	234	231	98.72	18.18
Students with Disabilities	38	37	97.37	2.7
Foster Youth	--	--	--	--

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 Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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.

- Medical Sciences – Science and bio-medical coursework; to investigate careers 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.
- Law and Diplomacy – Coursework gives a general overview of law and legal systems and a understanding of why we live under the rule of law, and how laws are created, enforced, interpreted, and changed.
- Engineering - Students identify real-world challenge 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 Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	396
% of pupils completing a CTE program and earning a high school diploma	81.4%
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	69.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.0	32.0	28.0

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are afforded 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. 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	30.9	11.0	13.0	16.7	13.7	10.8	10.7	9.7	9.1
Graduation Rate	69.1	85.4	83.7	72.2	77.3	79.7	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	94.2	88.5	88.7
Black or African American	93.3	85.3	82.2
American Indian or Alaska Native	0.0	79.8	82.8
Asian	0.0	91.6	94.9
Filipino	0.0	90.8	93.5
Hispanic or Latino	94.2	88.9	86.5
Native Hawaiian/Pacific Islander	0.0	93.1	88.6
White	0.0	87.8	92.1
Two or More Races	0.0	89.5	91.2
Socioeconomically Disadvantaged	96.3	86.8	88.6
English Learners	91.7	43.1	56.7
Students with Disabilities	100.0	61.6	67.1
Foster Youth	0.0	84.7	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.7	0.1	0.3	0.9	0.8	0.8	3.7	3.7	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 2018-19)

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 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 to provide input. The plan was last reviewed in August 2018, 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)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	31		36	2	30		39		30		37	2

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	2015-16			2016-17			2017-18					
	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	29.0	3	34	1	30.0		35		29.0	4	32	1
Mathematics	28.0	5	31		28.0	5	30		28.0	4	30	
Science	29.0	2	19	3	28.0	3	26		28.0	1	23	3
Social Science	29.0	2	18		28.0	2	27		27.0	3	23	2

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	396
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,361	\$2,173	\$12,188	\$67,028
District	N/A	N/A	\$11,710	\$75,094
Percent Difference: School Site and District	N/A	N/A	4.0	-11.4
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	52.4	-18.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 ELL students, Study Island for basic and supplemental instructional support, I-Ready and Spring Board curriculum support for e 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	12	20.6

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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. 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.