

***New Designs Charter-University Park***  
**School Accountability Report Card**  
**Reported Using Data from the 2014–15 School Year**  
***Published During 2015–16***

**Address:** 2303 Figueroa Way, Los Angeles, CA 90007  
**Principal:** Dr. Stephen Gyesaw

**Phone:** (213)765-9084  
**Grade Span:** 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 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, the county, and the state. 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 – Most Recent Year

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Mr. Ramon Cortines@lausd.net
E-mail Address	<a href="mailto:ramon.cortines@lausd.net">ramon.cortines@lausd.net</a>
Web Site	<a href="http://home.lausd.net/">http://home.lausd.net/</a>

### School Contact Information – Most Recent Year

School Name	New Designs Charter
Street	2303 South Figueroa Way
City, State, Zip	Los Angeles, CA 90007
Phone Number	(213) 765-9084
Principal	Dr. Stephen Gyesaw
E-mail Address	<a href="mailto:Stephen.gyesaw@newdesignscharter.net">Stephen.gyesaw@newdesignscharter.net</a>
Web Site	<a href="http://www.newdesignscharter.com/">http://www.newdesignscharter.com/</a>
County-District-School (CDS) Code	19647330102541

## School Description and Mission Statement – Most Recent Year

*New Designs Charter School is a secondary math-science-technology school located in downtown Los Angeles, servicing urban youth from all walks of life. The school endeavors to create a challenging and rigorous program for learners who strive for academic, social and emotional achievement and wellness. The nexus of the school's curriculum hinges around traditional core subjects (i.e. Science, Math, English, and Social Studies) that integrates rigor, relevance and relations into the way things are accomplished around our school. In addition, arts and computer courses add to cultural and technological literacy, which enhance the learning experience by bringing variety to the ways knowledge is expressed and demonstrated.*

*As a school that aims to prepare qualified students for collegiate candidacy, New Designs mark of distinction comes from blending the human and structural components together through the ethical modeling of problem solving, leadership, teamwork and excellence. As a learning community who seeks to prepare the next generation of leaders and professionals, the school expects and teaches students to make a difference in their school lives. The core of the academic program is focused around preparing students to meet and exceed the UC/CSU A-G requirements. Supporting student academics are before and after school programs and Saturday Academy. In addition to tutorials, students also benefit from a collaborative venture with the Fulfillment Fund, a group dedicated to preparing inner city youths for college entrance and educational fiscal stability.*

*In addition to providing educational services tailored to college preparation, SPED, ELL and GATE programs create an inclusive structure and situate diverse learners with opportunities for success. Extra-curricular programs like Athletics, Clubs, Cheer and Arts complement and make the high school experience a memorable one at New Designs. As an independent small public school, New Designs does not discriminate or cream from the crop when it comes to admissions or participation in educational services at the school. A 501c3, NDCS seeks fiscal and other in kind supports from the greater Los Angeles, private, and public sector. With centralized operations in the USC University Park area, the school continues to grow while developing innovative solutions to the educational issues facing urban youth of today. With a vision on a sustainable future and a mission to provide quality learning opportunities and college prep to deserving youth, New Designs aims to pave the roads of tomorrow with success.*

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

*MISSION: New Designs Charter School 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 2014–15)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	109
Grade 7	151
Grade 8	122
Ungraded Elementary	0
Grade 9	90
Grade 10	100
Grade 11	96
Grade 12	63
Ungraded Secondary	0
Total Enrollment	731

### Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	16.3%
American Indian or Alaska Native	0%
Asian	0.5%
Filipino	0%
Hispanic or Latino	82.9%
Native Hawaiian or Pacific Islander	0%
White	0.3%
Two or More Races	0%
Socioeconomically Disadvantaged	95.3%
English Learners	26.4%
Students with Disabilities	6%
Foster Youth	0.5%

## 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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential			26	
Without Full Credential			7	
Teaching Outside Subject Area of Competence (with full credential)			1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners		0	1
Total Teacher Misassignments*		1	1
Vacant Teacher Positions		0	1

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	87.65%	12.35%
High-Poverty Schools in District	93.24%	6.76%
Low-Poverty Schools in District	45.04%	54.96%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: June 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Sixth &amp; Seventh Grade:</b> Bridges to Literature I &amp; II, McDougall-Littell/2002. Writing &amp; Grammar 6th &amp; 7th, Pearson/2008.</p> <p><b>Eighth Grade:</b> Writing &amp; Grammar, Pearson/2008. [ novels_____ ]</p> <p><b>Ninth Grade:</b> Writing &amp; Grammar, PrenticeHall/2008.</p> <p><b>Ninth Grade:</b> Mythology &amp; Bless Me Ultima.</p> <p><b>Tenth Grade:</b> Writing &amp; Grammar, Prentice Hall/2008.</p> <p><b>Tenth Grade:</b> Odyssey. Eleventh Grade: Writing &amp; Grammar, Prentice-Hall/2008.</p> <p><b>Eleventh Grade:</b> Narrative of a Life of Fredrick Douglass &amp; Julius Caesar.</p> <p><b>Twelfth Grade:</b> Writing &amp; Grammar, Prentice Hall/2008.</p> <p><b>Twelfth Grade:</b> Hamlet &amp; Autobiography of Malcolm X.</p>	Yes	0
Mathematics	<p><b>Sixth Grade:</b> Mathematics, Pearson/2008.</p> <p><b>Seventh Grade:</b> Mathematics, McDougallLittell/2001.</p> <p><b>Eighth Grade:</b> 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 (Trig/Pre-Calc):</b> 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
Science	<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> AP Biology, Pearson/2009.</p> <p><b>Twelfth Grade:</b> Physics, Glencoe/2008</p>	Yes	0

<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>	<b>Spanish I:</b> Realidades I, Pearson/2004 <b>Spanish II:</b> Realidades II, Pearson/2004 <b>Spanish III:</b> Realidades III, Pearson/2004	Yes	0
<b>Health</b>	<b>Health:</b> Decisions for Health, Holt-ReinhartWinston/2010.	Yes	0
<b>Visual and Performing Arts</b>	<b>Drama:</b> Living Theater, McGraw-Hill/2008.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	

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

## School Facility Conditions and Planned Improvements – Most Recent Year

*Modernization and construction: New Designs Charter School – University Park is a sixth-through twelfth grade college preparatory school. The school sits on a one and half acre site that includes several buildings housing 26 classrooms, a library, an auditorium, a Learning Center, a special education resource center, and a student counselling center. Three of the classrooms are used as computer labs housing Macs and PCs that are central to computer and technology instruction and education. The school continues to expand and modernize its building infrastructure and grounds to provide students and staff with more space and up to date facilities. A new spacious Main Office was added in the summer of 2015.*

*Maintenance and repair: The school has a maintenance staff that ensures that the facility is in good repair. Over the summer of 2015, the main administration building was painted and retrofitted to meet current earthquake retrofit standards.*

*Cleaning process and schedule: The school has a custodial staff who maintains cleanliness on the campus during the school day. There is also a night crew that comes in to clean the classrooms and restrooms when school is out for the day.*

*A site inspection was completed in September 2015*

## School Facility Good Repair Status – Most Recent Year

Using the most recent 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

**Year and month in which the data were collected:** December 2015.

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

## Overall Facility Rate – Most Recent Year

**Year and month in which the data were collected:** December 2015



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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	24%	33%	44%
Mathematics (grades 3-8 and 11)	15%	25%	33%

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.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	182	161	88.5%	57%	25%	15%	1%
Male		73		68%	18%	12%	1%
Female		88		47%	32%	17%	1%
Black or African American		14		36%	36%	7%	0%
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		22		64%	27%	no data	0%
Hispanic or Latino		122		58%	24%	16%	2%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		1		no data	no data	no data	no data
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		118		57%	27%	14%	1%
English Learners		20		85%	15%	0%	0%
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	155	151	97.4%	48%	30%	21%	1%
Male		67		52%	28%	19%	0%
Female		84		44%	31%	23%	1%
Black or African American		18		28%	39%	33%	0%
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		132		51%	29%	20%	1%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		1		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		144		47%	31%	21%	1%
English Learners		31		68%	29%	3%	0%
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	125	122	97.6%	28%	45%	25%	2%
Male		63		29%	49%	21%	2%
Female		59		27%	41%	31%	2%
Black or African American		20		20%	50%	30%	0%
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		102		29%	44%	25%	2%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		no data		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		119		29%	44%	26%	2%
English Learners		52		37%	38%	25%	0%
Students with Disabilities		11		82%	18%	0%	0%
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	86	93.5%	10%	51%	24%	13%
Male		44		9%	57%	16%	16%
Female		42		12%	45%	33%	10%
Black or African American		10		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		75		7%	56%	23%	13%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		no data		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		80		10%	51%	25%	13%
English Learners		29		14%	52%	24%	7%
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	182	159	87.4%	53%	31%	10%	4%
Male		74		57%	27%	15%	1%
Female		85		51%	35%	6%	6%
Black or African American		13		77%	8%	8%	0%
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		19		53%	42%	no data	0%
Hispanic or Latino		124		52%	33%	10%	5%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		1		no data	no data	no data	no data
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		119		54%	31%	11%	4%
English Learners		20		65%	30%	5%	0%
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	155	151	97.4%	57%	28%	9%	6%
Male		67		52%	30%	10%	7%
Female		84		61%	26%	8%	5%
Black or African American		18		61%	17%	17%	6%
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		132		56%	30%	8%	6%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		1		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		144		58%	28%	8%	6%
English Learners		31		77%	19%	3%	0%
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded



## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	125	122	97.6%	54%	34%	8%	4%
Male		63		57%	32%	10%	2%
Female		59		51%	36%	7%	7%
Black or African American		20		60%	35%	5%	0%
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		102		53%	33%	9%	5%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		no data		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		119		54%	34%	8%	4%
English Learners		52		60%	27%	10%	4%
Students with Disabilities		11		73%	27%	0%	0%
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	85	92.4%	38%	39%	21%	2%
Male		43		44%	40%	14%	2%
Female		42		31%	38%	29%	2%
Black or African American		10		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		74		38%	39%	20%	3%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		no data		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		79		35%	41%	22%	3%
English Learners		28		46%	36%	14%	4%
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data				no data	no data

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
<b>Science (grades 5, 8, and 10)</b>	66%	64%	63%	50%	50%	46%	59%	60%	56%

Note: Scores are not shown 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.

## California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	46%
<b>All Students at the School</b>	63%
<b>Male</b>	69%
<b>Female</b>	57%
<b>Black or African American</b>	64%
<b>American Indian or Alaska Native</b>	no data
<b>Asian</b>	no data
<b>Filipino</b>	no data
<b>Hispanic or Latino</b>	63%
<b>Native Hawaiian or Pacific Islander</b>	no data
<b>White</b>	no data
<b>Two or More Races</b>	no data
<b>Socioeconomically Disadvantaged</b>	64%
<b>English Learners</b>	54%
<b>Students with Disabilities</b>	36%
<b>Students Receiving Migrant Education Services</b>	no data
<b>Foster Youth</b>	no data

Note: Scores are not shown 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.

## Career Technical Education Programs (School Year 2014–15)

New Designs Charter School has 4 Career Technical Academy Pathways with the following emphases: Law & Diplomacy, Medical, Technical, 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
- **Computer Science** – Foundational and specialty courses, for computationally-aware careers – IT /Internet
- **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

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 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	288
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	100%

## State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	44%	53%	55%	49%	47%	49%	57%	56%	58%
Mathematics	69%	75%	72%	54%	56%	53%	60%	62%	59%

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.

## California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50%	25%	25%	46%	35%	18%
All Students at the School	45%	41%	14%	28%	44%	29%
Male	41%	41%	17%	26%	43%	32%
Female	48%	41%	11%	30%	44%	26%
Black or African American	53%	27%	20%	60%	20%	20%
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	43%	44%	13%	21%	48%	31%
Native Hawaiian or Pacific Islander	no data	no data	no data	no data	no data	no data
White	no data	no data	no data	no data	no data	no data
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	44%	42%	14%	28%	44%	29%
English Learners	50%	45%	5%	34%	46%	20%
Students with Disabilities	no data	no data	no data	no data	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data	no data	no data
Foster Youth	no data	no data	no data	no data		no data

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.

## California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
7	17.2%	31.1%	34.4%
9	25.3%	18.2%	44.4%

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 – Most Recent Year

*There are a number of ways parents can 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. For parents interested in the development and progress of English Language Learners, we offer participation in English Language Advisory Committee (ELAC). For parents interested in the development and progress of under-performing students we offer a Compensatory Education Advisory Committee (CEAC). For governance and leadership contributions to the learning community, we offer the Parent Advisory Committee (PAC), and on weekdays and Saturdays parents are welcome to serve as volunteers.*

*Timely information is disseminated to parents through a weekly newsletter that is posted on the school website. Each students 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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
<b>Dropout Rate</b>	14.3%	18.5%	21.1%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
<b>Graduation Rate</b>	80%	72.84%	75.56%	66.63%	68.07%	70.2%	78.87%	80.44%	80.95%

### Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
<b>All Students</b>	75%	87.67%	84.6%
<b>Black or African American</b>	81.25%	86.26%	76%
<b>American Indian or Alaska Native</b>	0%	86.96%	78.07%
<b>Asian</b>	0%	93.8%	92.62%
<b>Filipino</b>	0%	91.79%	96.49%
<b>Hispanic or Latino</b>	74.67%	88.24%	81.28%
<b>Native Hawaiian or Pacific Islander</b>	0%	92.14%	83.58%
<b>White</b>	0%	90.55%	89.93%
<b>Two or More Races</b>	0%	92.42%	82.8%
<b>Socioeconomically Disadvantaged</b>	76.67%	88.85%	81.36%
<b>English Learners</b>	48.48%	32.13%	50.76%

<b>Students with Disabilities</b>	66.67%	73.92%	61.28%
<b>Foster Youth</b>	no data	no data	no data

## 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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
<b>Suspensions</b>	4.56%	2.48%	1.01%	1.72%	1.3%	0.91%	5.07%	4.36%	3.8%
<b>Expulsions</b>	0%	0%	0%	0.02%	0.02%	0.01%	0.13%	0.1%	0.09%

## School Safety Plan – Most Recent Year

New Designs Charter Schools has a plan that maximizes safety for all. The plan is aligned with state and district guidelines. Regular fire/disaster drills are held throughout the school year, and students and staff are aware of evacuation routes, and emergency routes for off-site personnel, etc. 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.

All staff members are aware and carefully follow the school and state guidelines on child abuse, harassment, campus security, disaster preparedness, crime reporting, and school discipline. Our counselors, nurse, 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.

## Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	
<b>Met Participation Rate – English Language Arts</b>	Yes	Yes	
<b>Met Participation Rate – Mathematics</b>	Yes	Yes	
<b>Met Percent Proficient – English Language Arts</b>	N/A	N/A	
<b>Met Percent Proficient – Mathematics</b>	N/A	N/A	
<b>Met Attendance Rate</b>	Yes	Yes	
<b>Met Graduation Rate</b>	Yes	Yes	

## Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	652
Percent of Schools Currently in Program Improvement	N/A	71.3%

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

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
1	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
2	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
3	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
4	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
5	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
6	28	8	9	14	15	29	no data	no data	no data	8	31	no data
Other	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	7	20	7	22	17	29	2	28	3	28	no data
Mathematics	27	7	18	11	22	12	27	3	28	6	28	no data
Science	27	6	9	8	23	7	16	2	28	3	20	1
Social Science	27	6	10	8	21	8	14	1	28	3	19	no data

\* 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 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	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)	0.5	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 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,037		\$9,037	\$49,589
District	N/A	N/A		\$68,881
Percent Difference – School Site and District	N/A	N/A		32.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference – School Site and State	N/A	N/A	51.3	38.2

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

### Types of Services Funded (Fiscal Year 2014–15)

New Designs Charter Schools provides the following programmatic resources: Academic Enrichment, Professional Development aimed at supporting ELL students, Renaissance Accelerated Learner, Study Island, Before and After School tutoring support and Saturday School.

## Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
Percent of Budget for Teacher Salaries	35%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

## Advanced Placement Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	N/A
English	no data	N/A
Fine and Performing Arts	no data	N/A
Foreign Language	no data	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	no data	N/A
All Courses	6	1.4%

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

\* Where there are student course enrollments.

Note: AP means Advanced Placement.

## Professional Development – Most Recent Three Years

*New Designs Charter School-University Park provides professional development 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. Professional development (PD) also focuses on (effective) utilization of data. Data is central to improving instruction and New Designs has been increasingly providing PD 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 afterschool PD days 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.*

This SARC report was compiled on 01/30/16 with version 16.0.1e by

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