

New Designs Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Dr. Stephen Gyesaw
Email Address	stephen.gyesaw@newdesignscharter.net
School Website	http://www.newdesignscharter.com
Grade Span	6-12
County-District-School (CDS) Code	19 64733 0102541

2024-25 District Contact Information

District Name	New Designs Charter School University Park
Phone Number	(213) 241-1000
Superintendent	Alberto M. Carvalho
Email Address	alberto.carvalho@lausd.net
District Website	http://home.lausd.net/

2024-25 School Description and Mission Statement

New Designs Charter School (NDCS) 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

2024-25 School Description and Mission Statement

technological literacy to enhance the learning experience by bringing variety to the ways knowledge is expressed and demonstrated. At the high school level, students select a career pathway from a variety of pathways that comprise a) Engineering, b) Law and Diplomacy, c) Medical Sciences, d) Finance, and e) Information Technology.

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, Basketball, a thriving Debate Society, 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	115
Grade 7	110
Grade 8	133
Grade 9	113
Grade 10	136
Grade 11	108
Grade 12	82
Total Enrollment	797

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
Asian	0.1
Black or African American	7.4
Hispanic or Latino	77.2
Two or More Races	0.1
White	2.4
English Learners	17.8
Foster Youth	0.4
Socioeconomically Disadvantaged	83.4
Students with Disabilities	11

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	64.43	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	23.33	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown/Incomplete/NA	3.60	12.20	1651.30	6.07	18854.30	6.86
Total Teaching Positions	30.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	59.08	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.00	32.08	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.00	1009.60	3.68	11953.10	4.28
Unknown/Incomplete/NA	0.20	0.80	1009.30	3.68	15831.90	5.67
Total Teaching Positions	25.00	100.00	27426.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	67.88	22355.10	82.56	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	7.84	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	5.88	1596.00	5.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.24	1053.60	3.89	11746.90	4.23
Unknown/Incomplete/NA	3.60	14.12	971.50	3.59	14303.80	5.15
Total Teaching Positions	25.50	100.00	27077.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	4.00	2.00	0.4
Misassignments	3.00	6.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	7.00	8.00	1.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.00	1
Total Out-of-Field Teachers	0.00	1.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.10	29.2	6.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.20	12.8	9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

New Designs provides high quality standards-based textbooks and materials to all students for the instructional programs available at the school. The school has made significant efforts to acquire electronic textbook materials that students can access online. 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.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Sixth Grade: SpringBoard, English Language Arts, College Board.</p> <p>Seventh Grade: SpringBoard, English Language Arts, College Board.</p> <p>Eighth Grade: SpringBoard, English Language Arts, College Board.</p> <p>Ninth Grade: SpringBoard, English Language Arts, College Board. Ideas in Argument</p> <p>Tenth Grade: SpringBoard, English Language Arts, College Board.</p> <p>11th Grade: SpringBoard, English Language Arts, College Board.</p> <p>Twelfth Grade: SpringBoard, English Language Arts, College Board.</p>	Yes	0%
Mathematics	Sixth Grade: Springboard	Yes	0%

	<p>Mathematics, Pearson.</p> <p>Seventh Grade: Springboard Mathematics, McDougallLittell.</p> <p>Eighth Grade: Springboard Algebra I, McDougallLittell.</p> <p>Ninth Grade: EnVision Integrated Math1 - Savvas Learning Company Springboard Algebra II, Glencoe.</p> <p>Tenth Grade: EnVision Integrated Math1 - Savvas Learning Company Springboard Geometry, Holt.</p> <p>Eleventh Grade: EnVision Integrated Math1 - Savvas Learning Company Springboard (Trig/Pre-Calc): Advanced Mathematics, Glencoe.</p> <p>Twelfth Grade: Precalculus Graphical Algebraic 11th Ed. - Pearson Springboard Calculus, Prentice-Hall.</p> <p>AP Calculus Calculus AP Edition Graphical, Numerical, Algebraic 6th Ed - Pearson Springboard Modeling the World</p>		
Science	<p>Sixth Grade: Earth Science, - Glencoe.</p> <p>Seventh Grade: Life Science, - Glencoe.</p> <p>Eighth Grade: Physical Science, - Glencoe.</p> <p>Ninth Grade: Biology, - Glencoe.</p> <p>Tenth Grade: Chemistry, - Glencoe Physiology, - MosbyLifeline</p> <p>Eleventh Grade: Environmental Science - Living in the Environment - Scott E. Spoolman Barrons AP Biology AP Biology, - Pearson .</p> <p>Twelfth Grade: Physics, - Glencoe</p>	Yes	0%

	Environmental Science - Living in the Environment - Scott E. Spoolman		
History-Social Science	<p>Sixth Grade: TCI History Alive Ancient Civilizations, McDougallLittell.</p> <p>Seventh Grade: TCI History Alive Medieval Times, McDougallLittell.</p> <p>Eighth Grade: TCI History Alive US History, McDougallLittell.</p> <p>Ninth Grade: TCI History Alive World History.</p> <p>Eleventh Grade TCI History Alive American History, Pearson.</p> <p>Twelfth Grade: TCI History Alive Economics, Glencoe.</p> <p>Twelfth Grade: TCI History Alive American Government, Holt & Reinhart.</p>		
Foreign Language	Spanish I: Realidades I, Pearson Spanish II: Realidades II, Pearson Spanish III: Realidades III, Pearson	Yes	0%
Health	Glencoe Teen Health Health: Decisions for Health, Holt-ReinhartWinston.	Yes	0%
Visual and Performing Arts	Drama: Living Theater, McGraw-Hill.	Yes	0%
Science Laboratory Equipment (grades 9-12)	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. The interiors of classrooms are painted, and floors stripped and waxed annually. Repairs are made promptly when needed.

Year and month of the most recent FIT report

2024 August

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	40	41	43	46	47
Mathematics (grades 3-8 and 11)	19	17	29	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	456	445	97.59	2.41	40.22
Female	212	208	98.11	1.89	42.31
Male	244	237	97.13	2.87	38.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	34	94.44	5.56	35.29
Filipino	0	0	0	0	0
Hispanic or Latino	380	374	98.42	1.58	39.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	26	89.66	10.34	46.15

White	--	--	--	--	--
English Learners	89	84	94.38	5.62	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	322	96.99	3.01	37.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	44	95.65	4.35	9.09

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	456	445	97.59	2.41	16.63
Female	212	207	97.64	2.36	15.46
Male	244	238	97.54	2.46	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	34	94.44	5.56	11.76
Filipino	0	0	0	0	0
Hispanic or Latino	380	373	98.16	1.84	15.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	27	93.10	6.90	25.93
White	--	--	--	--	--
English Learners	89	84	94.38	5.62	3.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	332	322	96.99	3.01	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.30	20.33	20.46	21.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	305	98.07	1.93	20.33
Female	145	142	97.93	2.07	22.54
Male	166	163	98.19	1.81	18.40
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	24	22	91.67	8.33	22.73
Filipino	0	0	0	0	0
Hispanic or Latino	251	247	98.41	1.59	19.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	23.33
White	--	--	--	--	--
English Learners	40	38	95.00	5.00	2.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	221	216	97.74	2.26	21.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	3.70

2023-24 Career Technical Education Programs

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.
- 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 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

2023-24 Career Technical Education Programs

students visit clinics and on occasions get to come to school wearing scrubs to bring the experience close to home.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	592
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	81	84	93	80	92
Grade 9	100	100	100	100	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At New Designs, parents have various opportunities for involvement and participation in the school. The school promotes a family friendly environment which has seen numerous siblings, cousins and neighbors come through the school doors as students. At the beginning of each school year, parents are invited to meet teachers at Back-to-School Night to gain an understanding of the vision, expectations, and practices in each class. Parents also participate in parent/teacher conferences to learn how their children are progressing in school. Open House is another avenue where parents and the community are invited to learn more about the school, see a sampling of the school's academic and other accomplishments in the community. Parents also have the opportunity to meet with the principal on a regular basis for a Coffee with The Principal to discuss various school related topics and issues.

Parents of English Learners and other stakeholders interested in the development and progress of English Language Learners participation in the English Language Advisory Committee (ELAC) activities. Parents of students with special needs meet as a group at least once a semester to get general information or updates on programs, discuss issues in special education and inquire on the general progress of their children.

The development of the school's Local Control and Accountability Plan (LCAP) offers parents a unique opportunity to make meaningful contributions to the education of their children. The Parent Advisory Committee (PAC) is a critical stakeholder component that meets to discuss and provide input towards determining goals, priorities and actions for the school's LCAP. The School Site Council meets accordingly to review the elements and implementation of the LCAP and from those reviews, to provide input for the next LCAP.

Timely information is disseminated to parents through the school's Blackboard system and special posts on the school website. The school also sends out bulletins for subject specific issues/events and monthly calendars are generally sent out to parents as well. As a practice, parents are welcome to meet with administrators, staff, and teachers on an individual and per need basis to discuss issues dear to their hearts.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.9	4.9	13.2	7.8	8.5	6.5	7.8	8.2	8.9
Graduation Rate	93.1	95.1	86.8	87.4	86.1	88.5	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	91	79	86.8
Female	48	42	87.5
Male	43	37	86.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	76	67	88.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	14	10	71.4
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	87	77	88.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	839	819	120	14.7
Female	406	395	62	15.7
Male	433	424	58	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	63	62	16	25.8
Filipino	--	--	--	--
Hispanic or Latino	644	628	89	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	23	4	17.4
English Learners	154	150	31	20.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	709	696	100	14.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	89	12	13.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	2.75	0	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.02	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

As mandated by the State of California, New Designs Charter School has developed a comprehensive plan to maximize safety for all its stakeholders. 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

2024-25 School Safety Plan

aware of evacuation routes, and emergency routes to places of safety. The School Emergency Procedures: Employee Guide has been distributed to all staff. All staff on campus are required to become certified for first aid and are instructed on what to do in case of an emergency. The school provides the training for First Aid certification. The School Safety Plans are reviewed on an annual basis in a transparent process that allows staff to provide input. The school safety plan addresses the principal areas of preparedness, mitigation and prevention and response and recovery. The plan was last reviewed in August 2024, and staff receive regular 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. All access points on the school campuses are security controlled.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	23		25	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	28		18	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	29		24	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	1	17	
Mathematics	22	6	17	
Science	25	5	16	1
Social Science	25	2	10	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	25	
Mathematics	24	8	21	
Science	25	5	22	
Social Science	26	1	14	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	1	8	
Mathematics	26	5	19	3
Science	28	3	17	4
Social Science	28	2	11	3

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	398.5

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,610	\$5,186	9,424	\$55,047
District	N/A	N/A	\$9,920	\$85,275
Percent Difference - School Site and District	N/A	N/A	-5.1	-43.1
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-13.3	-52.9

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2023-24 Types of Services Funded

The School provides the following programmatic resources: Academic Enrichment, Professional Development aimed at supporting English Learners, Study Island for basic and supplemental instructional support, Renaissance/Freckle and Spring Board curriculum support for core areas, Before and After School tutoring support and Saturday School. To encourage a STEM mindset as well as provide cultural life skills, the afterschool program at the middle school includes Engineering (robotics), Arts and Crafts, cooking, and sports. The school also offers breakfast, lunch and supper to its free/reduced meal student population.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,399	\$56,573
Mid-Range Teacher Salary	\$83,696	\$87,186
Highest Teacher Salary	\$103,915	\$119,665
Average Principal Salary (Elementary)	\$130,400	\$148,486
Average Principal Salary (Middle)	\$143,735	\$154,835
Average Principal Salary (High)	\$147,353	\$170,008
Superintendent Salary	\$440,000	\$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	12.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

NDCS's Professional Development (PD) is guided by student performance data and other felt needs in the school community. The Charter Management Organization (CMO) and school site staff collaborate to develop professional development offerings. The professional development offered is designed to align and advance academic and other goals and programs outlined in the school's LCAP.

NDCS has a total of thirteen CMO-based and School site-based professional learning sessions per school year. PD themes have encompassed conditions of learning & engagement for student success, sustenance of a data-driven culture, English/Language progress, mathematics and science progress and preparation for college and career. To better support the professional growth needs and amplify the best practices of our teachers, NDCS ensures that the professional learning sessions are aligned with the tenets of California Standards for the Teaching Profession (CSTP).

Our professional development places an emphasis on meeting the needs of the school's diverse learners. Instructional approaches include but are not limited to: (a) differentiation, (b) student centered approaches to content engagement, and (c) project-based learning. Additional PD areas focus on targeted intervention and support for our struggling students and vulnerable special populations. In recent years, PDs have intentionally focused on cementing alignment, integration and implementation of the social emotional learning component in education.

NDCS believes that data is central to improving instruction. Thus, data reviews and analysis are infused into the school's organizational learning culture. Professional Development sessions are offered in a variety of ways:

- Combined PD days hosted by the Charter Management Organization (CMO) staff and/or education representatives from educational support organizations the school partner with in areas such as assessments, programming and instruction.
- School site-based PDs and staff meetings that take place weekly for two hours. The sessions are facilitated by either the Principal, Curriculum Specialist, Department heads, coordinators, Resource Specialists, and instructional staff. The PDs focus on specific areas of need. Teachers can also attend in-service and district sponsored workshops including those offered through Los Angeles County Office of Education (LACOE). Newly hired teachers are supported through the New Teacher Academy (one-hour weekly) and experienced teachers provide mentorship to those still establishing themselves in the profession.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13