

New Designs Charter School-Watts

School Accountability Report Card Reported Using Data from 2012–13 School Year *Published During 2013–14*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- *This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).*
- *The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).*
- *A single asterisk in a cell (*) means that the size of the group was numerically insignificant.*

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP], 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 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013–14)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent	John Deasy
E-mail Address	john.deasy@lausd.net

School Contact Information (School Year 2013–14)

School Name	New Designs Charter School-Watts
Street	12714 South Avalon Blvd.
City, State, Zip	Los Angeles, CA 90061
Phone Number	(323) 418-0600
Principal	Hazel Rojas, Principal
E-mail Address	hazel.rojas@newdesignscharter.net
County-District-School (CDS) Code	19647330120071

School Description and Mission Statement (School Year 2012-13)

New Designs Charter School is a secondary math-science-technology school located in downtown Los Angeles, Servicing urban youth from a variety of walks of life New Designs endeavors to create a challenging and rigorous program for learners who strive for academic, social and emotional achievement and wellness.

Although the nexus of the curriculum hinges around traditional core subjects (i.e. Science, Math, English, History), we believe in fostering a safe climate 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 who aims to prepare qualified students for collegiate candidacy, New Designs mark of distinction comes from blending the human and structural components 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 and national 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 perplexing 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.

Opportunities for Parental Involvement (School Year 2012-13)

Parents can become involved at New Designs Charter School through a variety of means. As a parent interested in the development and progress of English Language Learners, we offer a 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 welcomed to serve as volunteers.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	23%	28%	23%	44%	48%	47%	54%	56%	55%
Mathematics	16%	23%	16%	43%	44%	45%	49%	50%	50%
Science	41%	39%	40%	47%	51%	52%	57%	60%	59%
History-Social Science	62%	57%	63%	37%	39%	40%	48%	49%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	23%	16%	40%	63%
Male	22%	16%	49%	72%
Female	25%	17%	32%	53%
Black or African American	27%	16%	46%	48%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	22%	17%	35%	72%
Native Hawaiian/Pacific Islander				
White				
Two or More Races	20%	10%		
Socioeconomically Disadvantaged	23%	17%	42%	62%
English Learners	12%	11%	10%	58%
Students with Disabilities	10%	5%		
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	46%	39%	54%	48%	45%	49%	59%	56%	57%
Mathematics	33%	46%	42%	46%	50%	54%	56%	58%	60%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	23	25	46	35	19
All Students at the School	46	42	13	58	17	25
Male	36	55	9	27	27	45
Female	54	31	15	85	8	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	43	50	7	43	21	36
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	46	42	13	58	17	25
English Learners						
Students with Disabilities						
Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	21.1%	11.8%	
9	15.8%	21.1%	

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	2
Similar Schools	1	4	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-8	14	-20
Black or African American	21	3	-18
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-38	10	-27
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-12	19	-20
English Learners	-68	14	13
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	296	654	407864	749	4655989	790
Black or African American	113	621	34995	698	296463	708
American Indian or Alaska Native	0		1557	756	30394	743
Asian	0		17001	908	406527	906
Filipino	1		9841	864	121054	867
Hispanic or Latino	179	670	304752	728	2438951	744
Native Hawaiian/Pacific Islander	1		1544	786	25351	774
White	0		36642	871	1200127	853
Two or More Races	1		1289	564	125025	824
Socioeconomically Disadvantaged	272	653	283245	731	2774640	743
English Learners	175	668	162555	706	1482316	721
Students with Disabilities	22	464	52441	573	527476	615

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	No
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		83.1

Note: Cells shaded in black do not require data.

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	93
Grade 7	97
Grade 8	60
Ungraded Elementary	0
Grade 9	50
Grade 10	25
Grade 11	27
Grade 12	6
Ungraded Secondary	0
Total Enrollment	358

Student Enrollment by Subgroup (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	36.6%	White	0%
American Indian or Alaska Native	0%	Two or More Races	0%
Asian	0%	Socioeconomically Disadvantaged	91.9%
Filipino	0.3%	English Learners	59.2%
Hispanic or Latino	60.6%	Students with Disabilities	8.4%
Native Hawaiian/Pacific Islander	0.3%		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6								14	38	7	14	
Other												

* 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	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								15	7	10	2	
Mathematics								22	5	7	1	
Science								27	2	7	1	
Social Science								26	2	7	1	

* 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.

School Safety Plan (Year 2012-13)

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.

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. Staff reviewed, contributed to, and approved the School Safety Plan for New Designs Charter Schools.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

New Designs Charter School - Watts just completed the remodeling and change of use of a 3 story medical office into the current school building. The school has 20 classrooms, 3 conference rooms, a cafeteria and an administrative floor. The school has custodial staff who maintains cleanliness on the campus during the school day. There is a night crew that cleans the classrooms and restrooms when school is out for the day. We also have maintenance staff who ensures that the facility is in good repair.

School Facility Good Repair Status (School Year 2013–14)

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

Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
	X			

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	12	12	
Without Full Credential	2	3	4	
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	2	2	
Total Teacher Misassignments*	2	2	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	
All Schools in District	87%	13%
High-Poverty Schools in District	87%	13%
Low-Poverty Schools in District		

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 25 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.5	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.5	
Resource Specialist (non-teaching)	1.0	
Other: DEAN OF STUDENTS	1.0	

Note: Cells shaded in gray do not require data.

* * 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>*Sixth & Seventh Grade: Bridges to Literature I & II, McDougall-Littell/2002. Writing & Grammar 6th & 7th, Pearson/2008.</p> <p>*Eighth Grade: Writing & Grammar, Pearson/2008. [novels_____]</p> <p>Ninth Grade: Writing & Grammar, Prentice-Hall/2008.</p> <p>Ninth Grade: Mythology & Bless Me Ultima.</p> <p>Tenth Grade: Writing & Grammar, Prentice-Hall/2008.</p> <p>Tenth Grade: Odyssey.</p> <p>Eleventh Grade: Writing & Grammar, Prentice-Hall/2008.</p> <p>Eleventh Grade: Narrative of a Life of Fredrick Douglass & Julius Caesar.</p> <p>Twelfth Grade: Writing & Grammar, Prentice-Hall/2008.</p> <p>Twelfth Grade: Hamlet & Autobiography of Malcolm X.</p>		
Mathematics	<p>Sixth Grade: Mathematics, Pearson/2008.</p> <p>Seventh Grade: Mathematics, McDougall-Littell/2001.</p> <p>Eighth Grade: Algebra I, McDougall-Littell/2001.</p> <p>Ninth Grade: Algebra II, Glencoe/2005.</p> <p>Tenth Grade: Geometry, Holt/2004.</p> <p>Eleventh Grade (Trig/Pre-Calc): Advanced Mathematics, Glencoe/2008.</p> <p>Twelfth Grade: Calculus, Prentice-Hall/2008.</p> <p>Twelfth Grade (Stats): Modeling the World.</p>		
Science	<p>Sixth Grade: Earth Science, Glencoe/2008.</p> <p>Seventh Grade: Life Science, Glencoe/2008.</p> <p>Eighth Grade: Physical Science, Glencoe/2008.</p> <p>Ninth Grade: Biology, Glencoe/2007.</p> <p>Tenth Grade: Chemistry, Glencoe/2008.</p> <p>Tenth Grade: Physiology, Mosby-Lifeline/1997.</p> <p>Eleventh Grade: AP Biology, Pearson/2009.</p> <p>Twelfth Grade: Physics, Glencoe/2008.</p>		
History-Social Science	<p>Sixth Grade: Ancient Civilizations, McDougall-Littell/2006.</p> <p>Seventh Grade: Medieval Times, McDougall-Littell/2006.</p> <p>Eighth Grade: US History, McDougall-Littell/2006.</p> <p>Ninth Grade: World History.</p> <p>Eleventh Grade: American History, Pearson/2009.</p> <p>Twelfth Grade: Economics, Glencoe/2005.</p> <p>Twelfth Grade: American Government, Holt & Reinhart/2003.</p>		
Foreign Language	<p>Spanish I: Realidades I, Pearson/2004</p> <p>Spanish II: Realidades II, Pearson/2004</p> <p>Spanish III: Realidades III, Pearson/2004</p>		

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Health	Health: Decisions for Health, Holt-Reinhart-Winston/2010.		
Visual and Performing Arts	Drama: Living Theater, McGraw-Hill/2008.		
Science Laboratory Equipment (grades 9-12)			

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,253.79		\$8,253.79	\$48,443.00
District				\$66,851
Percent Difference: School Site and District				
State			\$5,537	\$69,704
Percent Difference: School Site and State				

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

New Designs Charter Schools provides the following programmatic resources: Rti (Response to Intervention), Academic Enrichment, Professional Development aimed at supporting ELL students, Renaissance Accelerated Learner, Study Island.

New Designs Charter Schools receive Title I, II and III funds as well as categorical block funding to provide supplemental services to assist students:

- In reaching academic proficiency
- In mastering grade level content standards and
- Successfully graduate from high school
- Supplemental instruction
- Programs for English Language Learners
- Before School and Afterschool program
- Counseling (Academic and Career)
- Gifted and Talented Education (GATE)
- Special Education

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,461
Mid-Range Teacher Salary	\$62,307	\$66,132
Highest Teacher Salary	\$77,359	\$85,734
Average Principal Salary (Elementary)	\$104,537	\$107,205
Average Principal Salary (Middle)	\$114,610	\$111,640
Average Principal Salary (High)	\$115,924	\$122,627
Superintendent Salary	\$275,000	\$225,175
Percent of Budget for Teacher Salaries	34.96%	38.26%
Percent of Budget for Administrative Salaries	4.73%	5.08%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)			0%			20.3%	16.6%	14.7%	13.1%
Graduation Rate			0.00%	69.09%	68.71%	61.09%	78.59%	80.44%	76.26%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: Cells shaded in black do not require data.

Career Technical Education Programs (School Year 2012-13)

New Designs Charter School has 1 Career Technical Academy Pathway with the following emphasis: Law & Diplomacy.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	23.79%
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2012-13)

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

New Designs Charter Schools provides standards (CSTP) aligned professional development for faculty, and 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.

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