

**New Designs Charter School - Watts**  
**School Accountability Report Card**  
**Reported Using Data from the 2016–17 School Year**  
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

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

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### District Contact Information (School Year 2017–18)

<b>District Name</b>	Los Angeles Unified School District
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	michelle.king@lausd.net
<b>Web Site</b>	<a href="http://home.lausd.net">http://home.lausd.net</a>

### School Contact Information (School Year 2017–18)

<b>School Name</b>	New Designs Charter School - Watts
<b>Street</b>	12714 Avalon Blvd
<b>City, State, Zip</b>	Los Angeles, CA 90061
<b>Phone Number</b>	(323) 418-0600
<b>Principal</b>	Dr. Joseph Ntung
<b>E-mail Address</b>	Joseph.ntung@newdesignscharter.net
<b>Web Site</b>	<a href="https://www.newdesignscharter.com/">https://www.newdesignscharter.com/</a>
<b>County-District-School (CDS) Code</b>	19647330120071

## School Description and Mission Statement (School Year 2017–18)

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

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

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

New Designs offers an inclusive structure that provides diverse learners with opportunities for success. SPED, ELL and GATE programs help make inclusiveness a reality. As an independent small public school, New Designs does not discriminate when it comes to admissions or participation in educational services at the school. A 501c3, New Designs seeks fiscal and other in kind supports from the greater Los Angeles, private, and public sectors. The school continues to grow while developing innovative solutions to the educational issues facing urban youth of today. Extra-curricular programs like Athletics, Football, Soccer, Clubs, Cheer and Arts complement and make the high school and middle school experiences memorable.

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

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

**Student Enrollment by Grade Level (School Year 2016–17)**

Grade Level	Number of Students
Grade 6	93
Grade 7	87
Grade 8	70
Grade 9	77
Grade 10	86
Grade 11	55
Grade 12	31
<b>Total Enrollment</b>	<b>499</b>

**Student Enrollment by Student Group (School Year 2016–17)**

Student Group	Percent of Total Enrollment
Black or African American	50.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	48.9
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0.2
Socioeconomically Disadvantaged	97.4
English Learners	14.8
Students with Disabilities	10.8
Foster Youth	1

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	11	15	16	
Without Full Credential	4	6	4	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

**Year and month in which the data were collected:** 2017 August

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

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

	<p>SpringBoard, (2017), English Language Arts, College Board.</p> <p><b>Tenth Grade:</b> SpringBoard, (2017), English Language Arts, College Board.</p> <p><b>11th Grade:</b> SpringBoard, (2017), English Language Arts, College Board.</p> <p><b>Twelfth Grade:</b> SpringBoard, (2017), English Language Arts, College Board.</p>		
<b>Mathematics</b>	<p><b>Sixth Grade:</b> I-Ready Common Core Mathematics Instruction (2016). Mathematics, Pearson/2008.</p> <p><b>Seventh Grade:</b> I-Ready Common Core Mathematics Instruction (2016). Mathematics, McDougallLittell/2001.</p> <p><b>Eighth Grade:</b> I-Ready Common Core Mathematics Instruction (2016). Algebra I, McDougallLittell/2001.</p> <p><b>Ninth Grade:</b> Algebra II, Glencoe/2005.</p> <p><b>Tenth Grade:</b> Geometry, Holt/2004.</p> <p><b>Eleventh Grade:</b> (Trig/Pre-Calc): Advanced Mathematics, Glencoe/2008.</p> <p><b>Twelfth Grade:</b> Calculus, Prentice-Hall/2008. Twelfth Grade (Stats): Modeling the World</p>	Yes	0%
<b>Science</b>	<p><b>Sixth Grade:</b> Earth Science, Glencoe/2008.</p> <p><b>Seventh Grade:</b> Life Science, Glencoe/2008.</p> <p><b>Eighth Grade:</b> Physical Science, Glencoe/2008.</p> <p><b>Ninth Grade:</b></p>	Yes	0%

	<p>Biology, Glencoe/2007.  <b>Tenth Grade:</b>  Chemistry, Glencoe/2008.  <b>Tenth Grade:</b>  Physiology, MosbyLifeline/1997.  <b>Eleventh Grade:</b>  Barr (2016) AP Biology  AP Biology, Pearson/2009  <b>Twelfth Grade:</b>  Physics, Glencoe/2008</p>		
<b>History-Social Science</b>	<p><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.  American Government, Holt &amp;  Reinhart/2003.</p>	Yes	0%
<b>Foreign Language</b>	<p><b>Spanish I:</b> Realidades I,  Pearson/2004  <b>Spanish II:</b> Realidades II,  Pearson/2004  <b>Spanish III:</b> Realidades III,  Pearson/2004</p>	Yes	0%
<b>Health</b>	Health: Decisions for Health, Holt-ReinhartWinston/2010.	Yes	0%
<b>Visual and Performing Arts</b>	Drama: Living Theater, McGraw-Hill/2008.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	Yes	0%

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

## School Facility Conditions and Planned Improvements

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

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** August 2016

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

**Year and month of the most recent FIT report:** August 2016

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	21	26	39	40	48	48
<b>Mathematics (grades 3-8 and 11)</b>	9	8	29	30	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	275	261	94.91	25.67
<b>Male</b>	139	129	92.81	22.48
<b>Female</b>	136	132	97.06	28.79
<b>Black or African American</b>	130	119	91.54	15.97
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	0	0	0	0
<b>Filipino</b>	0	0	0	0
<b>Hispanic or Latino</b>	141	138	97.87	15.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>White</b>	0	0	0	0
<b>Two or More Races</b>	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	272	258	94.85	25.97
<b>English Learners</b>	90	89	98.89	24.72
<b>Students with Disabilities</b>	34	30	88.24	13.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Foster Youth</b>	0	0	0	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	275	262	95.27	8.02
<b>Male</b>	139	130	93.53	6.15
<b>Female</b>	136	132	97.06	9.85
<b>Black or African American</b>	130	119	91.54	3.36
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	0	0	0	0
<b>Filipino</b>	0	0	0	0
<b>Hispanic or Latino</b>	141	139	98.58	12.23
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>White</b>	0	0	0	0
<b>Two or More Races</b>	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	272	259	95.22	8.11
<b>English Learners</b>	90	90	100	11.11
<b>Students with Disabilities</b>	34	30	88.24	3.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Foster Youth</b>		00	0	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	18	26	46	46	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016–17)

New Designs Charter School has Career Technical Academy Pathways with the following emphases: Law & Diplomacy, Technology, 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. Students in their senior year also have an opportunity to take Engineering as an elective.

- Computer Science – Foundational and specialty courses, for computationally-aware careers – IT /Internet. This pathway has been reinforced through adoption of hands-on industry-oriented courses.
- 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 an 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. Such exposures bring real life experiences close to home.

**Career Technical Education Participation (School Year 2016–17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	240
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	0%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	63.93
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2016–17)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	24.6	14	8.8
9	34.9	22.2	23.8

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 (School Year 2017–18)

Parents are afforded various opportunities to be involved in the school. The school already promotes a family friendly environment which has seen numerous siblings, cousins and neighbors come and go through the school's doors. The development of the school's LPAC offers parents a unique opportunity to make meaningful contributions to the education of their children. 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. Parents also meet with the principal on a regular basis for *Coffee with The Principal*. Parents of students with special needs meet as a group at least once a semester to get information or updates on programs, issues in special education and progress of their children.

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

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
<b>Dropout Rate</b>	42.1	57.1	25	17.1	16.1	13.7	11.5	10.7	9.7
<b>Graduation Rate</b>	52.63	42.86	58.33	70.2	72.23	77.32	80.95	82.27	83.77

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	100	86.92	87.11
Black or African American	100	82.92	79.19
American Indian or Alaska Native	0	81.67	80.17
Asian	0	89.15	94.42
Filipino	0	90.05	93.76
Hispanic or Latino	100	87.33	84.58
Native Hawaiian or Pacific Islander	0	88.82	86.57
White	0	86	90.99
Two or More Races	0	83.26	90.59
Socioeconomically Disadvantaged	100	87.85	85.45
English Learners	100	38.19	55.44
Students with Disabilities	100	59.15	63.9
Foster Youth	0	82.74	68.19

### 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		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	2.0	0.0	0.0	0.91	0.93	0.8	3.79	3.65	3.65
Expulsions	0.0	0.0	0.0	0.01	0.02	0.02	0.09	0.09	0.09

**School Safety Plan (School Year 2017–18)**

New Designs Charter School 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. The plan was last reviewed in August 2017, and staff receive monthly updates and/or training.

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

**D. Other SARC Information**

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

**Federal Intervention Program (School Year 2017–18)**

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2004-2005
<b>Year in Program Improvement</b>	Year 3	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	642
<b>Percent of Schools Currently in Program Improvement</b>	N/A	69

Note: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	27		7		26	5	8	8	32		14	7

\* 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	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	5	10	1	32	1	7	9	29		13	4
Mathematics	25	7	15		29	3	4	6	30		14	4
Science	25	4	9		31	1	4	7	30		10	3
Social Science	25	6	7		33		4	5	30	1	9	5

\* 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 2016–17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	499
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	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 2015–16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11214	2155	9078	57151
District	N/A	N/A	9247	73658
Percent Difference – School Site and District	N/A	N/A	-4.3	-25.2
State	N/A	N/A	6574	79228
Percent Difference – School Site and State	N/A	N/A	29.6	-32.4

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

**Types of Services Funded (Fiscal Year 2016–17)**

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

The School provides the following programmatic resources: Academic Enrichment, Professional Development aimed at supporting ELL students, Study Island for basic and supplemental instructional support, Before and After School tutoring support and Saturday School. The school also offers breakfast and lunch to its free/reduced meal student population and offers free supper for all.

**Teacher and Administrative Salaries (Fiscal Year 2015–16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43913	47808
Mid-Range Teacher Salary	70141	73555
Highest Teacher Salary	87085	95850
Average Principal Salary (Elementary)	116684	120448
Average Principal Salary (Middle)	131969	125592
Average Principal Salary (High)	133725	138175
Superintendent Salary	350000	264457
Percent of Budget for Teacher Salaries	32	35
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 (AP) Courses (School Year 2016–17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	0	N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>	0	N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	0	N/A
<b>Science</b>	1	N/A
<b>Social Science</b>	3	N/A
<b>All Courses</b>	6	22.9

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

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

**Professional Development**

New Designs Charter School provides Professional Development (PD) guided by and aligned to the California Standards for the Teaching Profession (CSTP). The professional development places an emphasis on meeting the diverse needs of diverse learners through, for example, (a) differentiation, (b) student centered approaches to content engagement, and (c) project-based learning. In most recent years PDs have also focused on alignment, integration and implementation of Common Core State Standards (CCSS) for English language arts (ELA) and mathematics as well as making connections to the Next Generation Science Standards (NGSS) grade by grade alignment with the CCSS for mathematics and ELA. 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 after-school and pupil free whole day teacher PD days (2 hours every other week and 6 full days a year) that focus on specific areas of need; teachers can attend in-service and district sponsored workshops, webinars and professional oriented conferences; new teachers are supported through the New Teacher Academy and experienced teachers provide mentorship to those still establishing themselves in the profession.