

# New Designs Charter School-Watts

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

**Contact Information (School Year 2016-17)**

School Contact Information	
<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="http://www.newdesignscharter.com/">http://www.newdesignscharter.com/</a>
<b>CDS Code</b>	19647330120071

<b>District Contact Information</b>	
<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 Description and Mission Statement (School Year 2016-17)**

New Designs Charter School-Watts 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 endeavors to create a challenging and rigorous program for learners who strive for academic, social and emotional achievement and wellness.

The nexus of the school's curriculum hinges around traditional core subjects (i.e. Science, Math, English, and Social Studies) that integrates rigor, relevance and relations into the way things are accomplished around our school. In addition, arts and computer courses add to cultural and technological literacy, which enhance the learning experience by bringing variety to the ways knowledge is expressed and demonstrated.

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

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

**VISION:** In pursuit of excellence, New Designs 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 2015-16)

Grade Level	Number of Students
Grade 6	72
Grade 7	68
Grade 8	92
Grade 9	95
Grade 10	62
Grade 11	35
Grade 12	14
<b>Total Enrollment</b>	<b>438</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	46.8
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	0
White	0.2
Two or More Races	0
Socioeconomically Disadvantaged	93.8
English Learners	28.5
Students with Disabilities	9.8
Foster Youth	0.9

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	11	15	46
Without Full Credential	5	4	6	6
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	2	1

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	91.9	8.1
High-Poverty Schools in District	91.5	8.5
Low-Poverty Schools in District	98.0	2.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Sixth Grade: I-Ready Common Core Mathematics Instruction (2016).  Mathematics, Pearson/2008.</p> <p>Seventh Grade: I-Ready Common Core Mathematics Instruction (2016). Mathematics, McDougallLittell/2001.</p> <p>Eighth Grade: I-Ready Common Core Mathematics Instruction (2016). Algebra I, McDougallLittell/2001.</p> <p>Ninth Grade: Algebra II, Glencoe/2005.</p> <p>Tenth Grade: Geometry, Holt/2004.</p> <p>Eleventh Grade (Trig/Pre-Calc): Advanced Mathematics, Glencoe/2008.</p> <p>Twelfth Grade: Calculus, Prentice-Hall/2008.</p> <p>Twelfth Grade (Stats): Modeling the World</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<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, MosbyLifeline/1997.</p> <p>Eleventh Grade: Barr (2016) AP Biology AP Biology, Pearson/2009 .</p> <p>Twelfth Grade: Physics, Glencoe/2008</p>	Yes	0%
<b>History-Social Science</b>	<p>Sixth Grade: Ancient Civilizations, McDougallLittell/2006.</p> <p>Seventh Grade: Medieval Times, McDougallLittell/2006.</p> <p>Eighth Grade: US History, McDougallLittell/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 &amp; Reinhart/2003.</p>	Yes	0%
<b>Foreign Language</b>	<p>Spanish I: Realidades I, Pearson/2004 Spanish II: Realidades II, Pearson/2004 Spanish III: Realidades III, Pearson/2004</p>	Yes	0%
<b>Health</b>	<p>Health: Decisions for Health, Holt-ReinhartWinston/2010.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Drama: Living Theater, McGraw-Hill/2008.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Modernization and construction: New Designs –Watts is a sixth-through twelfth grade college preparatory school. The school sits on a 2 acre site with a main building that houses 16 spacious classrooms, a cafeteria, a Learning Center, a Main Office, Special education resource center, counselling center, staff lounge and administrative offices. There are three computer labs housing Macs and PCs that are central to computer and technology instruction and education. The school continues to expand and modernize its building infrastructure and grounds to provide students and staff with more space and up to date facilities.

Maintenance and repair: The school has a maintenance staff that ensures that the facility is in good repair. Over the summer of 2016, the school building received a fresh coat of paint and general upkeep work of the interior.

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

A site inspection was completed in August 2016

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			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 Rating (Most Recent Year)**

Year and month of the most recent FIT report:				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	9	21	34	39	44	48
Mathematics	4	9	25	29	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	69	62	89.9	22.9
	7	66	65	98.5	15.6
	8	85	77	90.6	16.9
	11	33	31	93.9	41.9
Male	6	40	36	90.0	22.2
	7	44	43	97.7	11.9
	8	41	36	87.8	
	11	15	15	100.0	26.7
Female	6	29	26	89.7	24.0
	7	22	22	100.0	22.7
	8	44	41	93.2	31.7
	11	18	16	88.9	56.3
Black or African American	6	41	37	90.2	8.1
	7	24	24	100.0	4.2
	8	37	33	89.2	12.1
	11	--	--	--	--
Hispanic or Latino	6	24	22	91.7	50.0
	7	37	36	97.3	22.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	43	39	90.7	23.1
	11	24	23	95.8	43.5
<b>Two or More Races</b>	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	6	66	62	93.9	22.9
	7	58	57	98.3	16.1
	8	75	69	92.0	18.8
	11	32	30	93.8	43.3
<b>English Learners</b>	6	12	11	91.7	27.3
	7	20	19	95.0	10.5
	8	22	19	86.4	15.8
	11	17	16	94.1	31.3
<b>Students with Disabilities</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Foster Youth</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	6	68	61	89.7	10.0
	7	66	64	97.0	7.8
	8	85	77	90.6	9.1
	11	33	31	93.9	12.9
<b>Male</b>	6	40	36	90.0	14.3
	7	44	42	95.5	4.8
	8	41	36	87.8	5.6
	11	15	15	100.0	13.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	28	25	89.3	4.0
	7	22	22	100.0	13.6
	8	44	41	93.2	12.2
	11	18	16	88.9	12.5
Black or African American	6	41	37	90.2	
	7	24	24	100.0	8.3
	8	37	33	89.2	12.1
	11	--	--	--	--
Hispanic or Latino	6	24	22	91.7	27.3
	7	37	35	94.6	5.7
	8	43	39	90.7	7.7
	11	24	23	95.8	13.0
Socioeconomically Disadvantaged	6	65	61	93.8	10.0
	7	58	56	96.5	7.1
	8	75	69	92.0	8.7
	11	32	30	93.8	13.3
English Learners	6	12	11	91.7	9.1
	7	20	19	95.0	
	8	22	19	86.4	10.5
	11	17	16	94.1	6.3
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	19	18	26	50	46	46	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	138	124	89.9	25.8
<b>Male</b>	67	59	88.1	20.3
<b>Female</b>	71	65	91.6	30.8
<b>Black or African American</b>	62	57	91.9	26.3
<b>Hispanic or Latino</b>	69	61	88.4	27.9
<b>Socioeconomically Disadvantaged</b>	127	115	90.6	27.0
<b>English Learners</b>	36	29	80.6	20.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2015-16)

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.

- 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 through partnership with Project Lead The Way
- Finance – Coursework and exposure to Banking, International Finance, Securities, and Economics
- Law and Diplomacy – Coursework gives a general overview of law and legal systems and a understanding of why we live under the rule of law, and how laws are created, enforced, interpreted, and changed.

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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	240
% of pupils completing a CTE program and earning a high school diploma	100%
% 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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	68.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.2	26.6	6.2
9	23.7	13.2	15.8

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 Parental Involvement State Priority (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 2016-17)

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. 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 whole 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 students also gets a paper copy of the newsletter every Friday to share with their parents or guardians.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	23.10	42.10	57.10	17.20	17.40	16.70	11.40	11.50	10.70
Graduation Rate	30.77	52.63	42.86	68.07	70.20	72.23	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	90	86	86
Black or African American	90	82	78
American Indian or Alaska Native	0	80	78
Asian	0	90	93
Filipino	0	91	93
Hispanic or Latino	91	86	83
Native Hawaiian/Pacific Islander	0	86	85
White	0	88	91
Two or More Races	0	93	89
Socioeconomically Disadvantaged	100	57	66
English Learners	50	39	54
Students with Disabilities	90	86	78

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	2.0	0.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

New Designs Charter Schools has a plan that maximizes safety for all. The plan is aligned with state and district guidelines. Regular fire/disaster drills are held throughout the school year, and students and staff are aware of evacuation routes, and emergency routes for off-site personnel, etc. The School Emergency Procedures: Employee Guide has been distributed to all staff. All High School coaches on campus are required to become certified for first aid and are instructed on what to do in case of an emergency. Also, many teachers are certified for first aid. The School Safety Plans are reviewed on an annual basis in a transparent process that allows staff to provide input. The plan was last reviewed in August 2016, 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, nurse, school psychologist, teachers, and staff members consistently serve, supervise, and interact with students to reinforce behavioral expectations and safety standards.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

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	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	23	9	15		27		7		24		23	

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	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	7	12	7	26	5	10	1	25		15	
Mathematics	23	7	13	7	25	7	15		25		16	
Science	22	5	7	3	25	4	9		28		14	
Social Science	25	3	9	5	25	6	7		27		13	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	477
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	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,450	\$598	\$8,856	\$57,157
District	N/A	N/A	\$9247	\$72,495
Percent Difference: School Site and District	N/A	N/A	-4.2	-21.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	56.0	-24.6

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

**Types of Services Funded (Fiscal Year 2015-16)**

New Designs Charter Schools 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, lunch and supper to its free/reduced meal student population.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34%	37%
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 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	1	N/A
<b>English</b>	2	N/A
<b>Fine and Performing Arts</b>	0	N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	1	N/A
<b>Science</b>	1	N/A
<b>Social Science</b>	4	N/A
<b>All courses</b>	10	65%

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

New Designs Charter School-Watts provides professional development guided by and aligned to the California Standards for the Teaching Profession (CSTP). The professional development places an emphasis on meeting the diverse needs of diverse learners through, for example, (a) differentiation, (b) student centered approaches to content engagement, and (c) project based learning. Professional development (PD) also focuses on (effective) utilization of data. Data is central to improving instruction and New Designs has been increasingly providing PD that places primacy on analysis and use of data in instruction.

There are a variety of ways PD is conducted: - It is offered through dedicated 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.