

New Designs Charter School-Watts

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	New Designs Charter School-Watts
Street	12714 Avalon Blvd
City, State, Zip	Los Angeles, CA 90061
Phone Number	(323) 418-0600
Principal	Mr. Devon Jackson
Email Address	devon.jackson@newdesignscharter.net
School Website	http://www.newdesignscharter.com
County-District-School (CDS) Code	19647330120071

2022-23 District Contact Information

District Name	Los Angeles Unified School District
Phone Number	(213) 241-1000
Superintendent	Alberto M. Carvalho
Email Address	alberto.carvalho@lausd.net
District Website Address	http://home.lausd.net/

2022-23 School Overview

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

The school's curriculum centers around traditional core subjects (i.e. Science, Math, English, and Social Studies) that integrate rigor and relevance to students' everyday lives and circumstances. In addition, arts and computer courses add to cultural and technological literacy to enhance the learning experience by bringing variety to the ways knowledge is expressed and demonstrated. At the high school level, students select a career pathway from a variety of pathways that comprise a) Law and Diplomacy, b) Finance, and c) Information Technology.

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

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

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	17
Grade 7	26
Grade 8	29
Grade 9	58
Grade 10	50
Grade 11	72
Grade 12	61
Total Enrollment	313

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.3
Asian	0.0
Black or African American	56.5
Filipino	0.0
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.0
White	0.6
English Learners	14.7
Foster Youth	1.6
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	62.9
Students with Disabilities	17.9

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.60	40.29	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	3.57	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	36.50	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	8.79	1060.30	3.90	12115.80	4.41
Unknown	1.50	10.71	1651.30	6.07	18854.30	6.86
Total Teaching Positions	14.00	100.00	27194.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.20	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	39.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

New Designs Charter-Watts provides high quality standards-based textbooks and materials to all students for the instructional programs available at the school. The school has made significant efforts to acquire electronic textbook materials that students can access online. Yearly reviews of textbooks and materials occur to ensure alignment and workability with curriculum and Common Core standards for California. The school follows the lead and guidance issuing from the State Board of Education which reviews K-8 textbooks and other instructional materials.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Sixth Grade: SpringBoard, (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%
Mathematics	<p>Sixth Grade: Springboard I-Ready Common Core Mathematics Instruction (2016). Mathematics, Pearson/2008.</p> <p>Seventh Grade: Springboard I-Ready Common Core Mathematics Instruction (2016). Mathematics, McDougallLittell/2001.</p> <p>Eighth Grade: Springboard I-Ready Common Core Mathematics Instruction (2016). Algebra I, McDougallLittell/2001.</p>	Yes	0%

	<p>Ninth Grade: Springboard Algebra II, Glencoe/2005.</p> <p>Tenth Grade: Springboard Geometry, Holt/2004.</p> <p>Eleventh Grade: Springboard (Trig/Pre-Calc): Advanced Mathematics, Glencoe/2008.</p> <p>Twelfth Grade: Springboard Calculus, Prentice-Hall/2008.</p> <p>Twelfth Grade (Stats): Springboard Modeling the World</p>		
Science	<p>Sixth Grade: Houghton Mifflin Harcourt Earth Science, Glencoe/2008.</p> <p>Seventh Grade: Houghton Mifflin Harcourt Life Science, Glencoe/2008.</p> <p>Eighth Grade: Houghton Mifflin Harcourt Physical Science, Glencoe/2008.</p> <p>Ninth Grade: Houghton Mifflin Harcourt Biology, Glencoe/2007.</p> <p>Tenth Grade: Houghton Mifflin Harcourt Chemistry, Glencoe/2008.</p> <p>Tenth Grade: Houghton Mifflin Harcourt Physiology, MosbyLifeline/1997.</p> <p>Eleventh Grade: Houghton Mifflin Harcourt Barr (2016) AP Biology AP Biology, Pearson/2009</p> <p>Twelfth Grade: Physics, Glencoe/2008</p>	Yes	0%
History-Social Science	<p>Sixth Grade: TCI History Alive Ancient Civilizations, McDougallLittell/2006.</p> <p>Seventh Grade: TCI History Alive</p>	Yes	0%

	<p>Medieval Times, McDougallLittell/2006.</p> <p>Eighth Grade: TCI History Alive US History, McDougallLittell/2006.</p> <p>Ninth Grade: TCI History Alive World History.</p> <p>Eleventh Grade TCI History Alive American History, Pearson/2009.</p> <p>Twelfth Grade: TCI History Alive Economics, Glencoe/2005.</p> <p>Twelfth Grade: TCI History Alive American Government, Holt & Reinhart/2003</p>		
Foreign Language	Spanish I: Realidades I, Pearson/2004 Spanish II: Realidades II, Pearson/2004 Spanish III: Realidades III, Pearson/2004	Yes	0%
Health	Glencoe Teen Health Health: Decisions for Health, Holt-ReinhartWinston/2010.	Yes	0%
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

New Designs-Watts 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.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Yearly inspections and repairs/upgrades as needed.
Interior: Interior Surfaces	X			Yearly inspections and yearly paint jobs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Regular inspections and repairs of breakdowns as needed.
Safety:	X			Regular inspections

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Yearly inspections and repairs as needed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	19.05
Female	60	57	95.00	5.00	19.30
Male	69	69	100.00	0.00	18.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	80	77	96.25	3.75	15.58
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	46	46	100.00	0.00	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	74	72	97.30	2.70	19.28
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	25	96.15	3.85	8.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	123	95.35	4.65	8.94
Female	60	56	93.33	6.67	3.57
Male	69	67	97.10	2.90	13.43
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	80	75	93.75	6.25	8.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	46	45	97.83	2.17	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	74	68	91.89	8.11	10.13
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	3.85

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	7.94	8.33	25.29	20.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	85	96.59	3.41	8.33
Female	35	34	97.14	2.86	5.88
Male	53	51	96.23	3.77	10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	52	51	98.08	1.92	2
Filipino	0	0	0	0	0
Hispanic or Latino	36	34	94.44	5.56	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	48	96	4	8.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100	0	0

2021-22 Career Technical Education Programs

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.

- Technology – Foundational and specialty courses that teach and focus on computing sciences. 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 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 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	121
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.33
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 LCAP offers parents a unique opportunity to make meaningful contributions to the education of their children. The School Site Council meets accordingly to review elements of the LCAP and review implementation that provides input for goals reviews and new goals development. For parents of English Learners as well as those with an interest in the development and progress of English learners, we offer participation in English Language Advisory Committee (ELAC) activities.

Parents are also able to meet with the principal on a regular basis for Coffee with The Principal to discuss various school related topics and issues. Parents of students with special needs, apart from the opportunity afforded by annual IEP meetings also meet as a group at least once a semester to get general information or updates on programs, discuss issues in special education and inquire on the general progress of their children.

Timely information is disseminated to parents through a weekly newsletter that is posted on the school website.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		20	18.1		8.9	7.8		8.9	7.8
Graduation Rate		73.3	81.9		82.9	87.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	72	59	81.9
Female	31	24	77.4
Male	41	35	85.4
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	39	33	84.6
Filipino	0	0	0.0
Hispanic or Latino	33	26	78.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	11	9	81.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	70	58	82.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	15	13	86.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	337	326	3	0.9
Female	159	153	2	1.3
Male	178	173	1	0.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	191	184	2	1.1
Filipino	0	0	0	0.0
Hispanic or Latino	142	138	1	0.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	52	49	0	0.0
Foster Youth	11	10	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	247	240	3	1.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	58	1	1.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.18	0.44	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

As mandated by the State of California, New Designs Charter School-Watts has developed a comprehensive plan to maximize safety for all its stakeholders. The plan is aligned with state and district guidelines. Regular fire, disaster, earthquake and other required safety drills that now include active shooter drills are held throughout the school year, and students and staff are aware of evacuation routes, and emergency routes to places of safety. The School Emergency Procedures: Employee Guide has been distributed to all staff. All staff on campus are required to become certified for first aid and are instructed on what to do in case of an emergency. The school provides the training for First Aid certification. The School Safety Plans are reviewed on an annual basis in a transparent process that allows staff to provide input. The school safety plan addresses the principal areas of preparedness, mitigation and prevention and response and recovery. The plan was last reviewed in August 2022, and staff receive regular updates and/or training.

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	24	4	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	22	3	2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	25	3	2	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	13	
Mathematics	27	5	12	
Science	26	3	10	
Social Science	27	2	6	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	3	
Mathematics	22	9	6	
Science	23	8	1	
Social Science	21	7	5	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	3	4	
Mathematics	29	1	8	
Science	27		6	
Social Science	28		2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	313

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,940	\$4,436	\$9,505	\$64,123
District	N/A	N/A	\$8,796	\$78,635
Percent Difference - School Site and District	N/A	N/A	7.7	-20.3
State	N/A	N/A	\$13,845	\$77,514
Percent Difference - School Site and State	N/A	N/A	-37.2	-18.9

2021-22 Types of Services Funded

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

The School provides the following programmatic resources: Academic Enrichment, Professional Development aimed at supporting ELL students, Study Island for basic and supplemental instructional support, I-Ready and Spring Board curriculum support for core areas, Before and After School tutoring support and Saturday School. After School Program has the All Stars program at middle school and Think Together at high school level. These programs homework space and support for students, music production and podcasting, credit recovery, college and career counselling which includes information on scholarships, drivers education, and sporting/physical activities. The school also offers breakfast, lunch and supper to its free/reduced meal student population.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.6
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	2
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

New Designs Charter School provides Professional learning sessions that are guided by the school's current data and is reflective of our educational partners' input – which altogether shaped the formulation, development, and implementation of the school's LCAP goals.

NDCS has a total of thirteen (13) combined Charter Management Organization (CMO)-based and School site-based professional learning sessions. The PD themes include: Conditions of Learning & Engagement for Student Success, Data-Driven Culture, English/Language Progress, Mathematics and Science Progress and Preparation for College and Career. To better support the professional growth needs and amplify the best practices of our teachers, NDCS ensures that the professional learning sessions are aligned with the California Standards for the Teaching Profession (CSTP) and that it is differentiated to meet the learning landscape of our staff.

The professional development places an emphasis on the diverse needs of the school's diverse learners which include but not limited to: (a) differentiation, (b) student centered approaches to content engagement, and (c) project- based learning. Additional PDs are also geared toward targeted intervention and supports for our most vulnerable students and special populations.

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.

NDCS believes that data is central to improving instruction. Thus, data review and analysis are infused in the school's organizational learning culture as well.

NDCS offer professional learning sessions in a variety of ways:

- Combined PD days are hosted by the Charter Management Organization (CMO) staff and or educational partner representatives from STAR Renaissance ELA/Math, Freckle ELA/Math, PBIS LACOE, authorizing District (Option 3 training), Curriculum Associates (SpringBoard), and Mental Health Service providers/coordinators.
- School site-based PD takes place weekly for two hours. The sessions are facilitated by either the Principal, Curriculum Specialist, Department heads (Department Collaboration), PBIS Coordinator, Resource Specialists, and or EL Coordinator which focus on specific areas of need. Teachers can attend in-service and district sponsored workshops including those offered through Los Angeles County Office of Education (LACOE), webinars and professional oriented conferences. Newly-hired teachers are supported through the New Teacher Academy (one-hour weekly) and experienced teachers provide mentorship to those still establishing themselves in the profession.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	13	13