

New Designs Charter School-Watts

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	6-12
County-District-School (CDS) Code	19647330120071

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

New Designs Charter School-Watts (NDCS-Watts) is a secondary math-science-technology school located in Los Angeles a few miles south of 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

2025-26 School Description and Mission Statement

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, NDCS-Watts’ 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.

NDCS-Watts 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, NDCS-Watts does not discriminate when it comes to admissions or participation in educational services at the school. A 501c3, NDCS-Watts seeks fiscal and other in-kind support 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, Basketball, 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	13
Grade 7	31
Grade 8	31
Grade 9	29
Grade 10	23
Grade 11	30
Grade 12	37
Total Enrollment	194

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Black or African American	55.7
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1
White	4.1
English Learners	7.2
Foster Youth	1.5
Socioeconomically Disadvantaged	94.3
Students with Disabilities	19.6

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.

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)	4.3	48.11	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	0	0	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	40.67	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	11.11	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	1009.3	3.68	15831.9	5.67
Total Teaching Positions	9	100	27426.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.8	56.92	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	14.83	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	5.5	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	2.7	22.58	971.5	3.59	14303.8	5.15
Total Teaching Positions	12	100	27077.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	4.4	55.13	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0.5	6.25	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	25.12	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	7.12	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	0.5	6.25	613.6	2.27	13705.8	4.91
Total Teaching Positions	8	100	27031.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.5	1
Misassignments	3.60	0.2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.60	1.7	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0.6	0.5
Total Out-of-Field Teachers	1.00	0.6	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	47.5	3.3	12.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	29.7	7.9	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sixth Grade: myPerspective ELA published by SAVVAS Seventh Grade: myPerspective ELA published by SAVVAS Eighth Grade: myPerspective ELA published by SAVVAS Ninth Grade: myPerspective ELA published by SAVVAS Tenth Grade: myPerspective ELA published by SAVVAS 11th Grade: myPerspective ELA published by SAVVAS Twelfth Grade: myPerspective ELA published by SAVVAS English Language Development; 6th - 12th Achieve 3000 Edge	0%
Mathematics	Sixth Grade: envision Math published by SAVVAS	0%

	Seventh Grade: envision Math published by SAVVAS Eighth Grade: envision Math published by SAVVAS Ninth Grade: enVision Integrated Math1 - published by Savvas Learning Company Tenth Grade: enVision Integrated Math2 - published by Savvas Learning Company Eleventh Grade: enVision Integrated Math3 - published by Savvas Learning Company Twelfth Grade: enVision Integrated Math3 - Savvas Learning Company	
Science	Sixth Grade: McGraw Hill Education STEM Learning Solutions Seventh Grade: McGraw Hill Education STEM Learning Solutions Eighth Grade: McGraw Hill Education STEM Learning Solutions Ninth Grade: McGraw Hill Education STEM Learning Solutions Tenth Grade: McGraw Hill Education STEM Learning Solutions Tenth Grade: McGraw Hill Education STEM Learning Solutions Eleventh Grade: Houghton Mifflin Harcourt Barr AP Biology AP Biology, Pearson Twelfth Grade: McGraw Hill Education STEM Learning Solutions	0%
History-Social Science	Sixth Grade: TCI History Alive	0%

	Ancient Civilizations, (Teacher Curriculum Institute). Seventh Grade: TCI History Alive Medieval Times, (Teacher Curriculum Institute). Eighth Grade: TCI History Alive US History, (Teacher Curriculum Institute). Ninth Grade: TCI History Alive World History. (Teacher Curriculum Institute). Eleventh Grade TCI History Alive American History,(Teacher Curriculum Institute). Twelfth Grade: TCI History Alive (Teacher Curriculum Institute). Twelfth Grade: TCI History Alive American Government, (Teacher Curriculum Institute).	
Foreign Language	Spanish I: Realidades I, Pearson Spanish II: R ealidades II, Pearson Spanish III: Realidades III, Pearson	0%
Health	Glencoe Comprehensive Health McGraw Hill publication	0%
Visual and Performing Arts	Drama: Living Theater, McGraw-Hill.	0%
Science Laboratory Equipment (grades 9-12)	McGraw Hill Lab Set	N/A
Note: Cells with N/A values do not require data.		

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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	28	29	43	46	47	48
Mathematics (grades 3-8 and 11)	16	19	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	94	90	95.74	4.26	28.89
Female	34	32	94.12	5.88	37.50
Male	60	58	96.67	3.33	24.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	59	57	96.61	3.39	22.81
Filipino	0	0	0	0	0
Hispanic or Latino	24	23	95.83	4.17	47.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	82	96.47	3.53	30.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	22.22

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	94	90	95.74	4.26	18.89
Female	34	32	94.12	5.88	28.13
Male	60	58	96.67	3.33	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	59	57	96.61	3.39	17.54
Filipino	0	0	0	0	0
Hispanic or Latino	24	23	95.83	4.17	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	85	82	96.47	3.53	20.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.92	33.9	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	59	96.72	3.28	33.90
Female	28	28	100.00	0.00	35.71
Male	33	31	93.94	6.06	32.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	32	30	93.75	6.25	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	32.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	59	96.72	3.28	33.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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.
- 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	143
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	6.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	85	95	100	95	95
Grade 9	80	95	95	95	95

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.

2025-26 Opportunities for Parental Involvement

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	11.8	11.4	13.6	8.5	6.5	7.3	8.2	8.9	8
Graduation Rate	88.2	88.6	86.4	86.1	88.5	88.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	44	38	86.4
Female	23	19	82.6
Male	21	19	90.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	15	13	86.7
Filipino	0	0	0.00
Hispanic or Latino	23	20	87.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	41	38	92.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	231	215	32	14.9
Female	107	96	14	14.6
Male	124	119	18	15.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	104	96	14	14.6
Filipino	--	--	--	--
Hispanic or Latino	49	48	8	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	--	--	--
English Learners	17	16	6	37.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	212	202	29	14.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	49	9	18.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.33	0	3.46	0.55	0.6	0.51	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.46	0.00
Female	6.54	0.00
Male	0.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.85	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	3.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.00	0.00

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

2025-26 School Safety Plan

As mandated by the State of California, New Designs Charter School has developed a comprehensive plan to maximize safety for all its stakeholders. The plan is aligned with state and district guidelines. Regular fire, disaster, earthquake and other required safety drills that now include active shooter drills are held throughout the school year, and students and staff are 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 training for First Aid certification. The School Safety Plans are reviewed on an annual basis in a transparent process that allows staff to provide input. The school safety plan addresses the principal areas of preparedness, mitigation and prevention and response and recovery. The plan was last reviewed in August 2024, and staff receive regular updates and/or training.

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

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	11	6	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	32	0	4	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	13	6		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	3	0
Mathematics	25	6	5	1
Science	23	6	4	0
Social Science	26	3	5	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	6		
Mathematics	22	8	4	
Science	21	7	2	
Social Science	19	6		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	12	1	1
Mathematics	21	8	2	2
Science	19	7	1	1
Social Science	19	6	2	

2024-25 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	239

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9,920	\$90,557
Percent Difference - School Site and District	N/A	N/A	-4.3	-34.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-15.9	-44.0

Fiscal Year 2024-25 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 EL students, Study Island for basic and supplemental instructional support, Renaissance/Freckle and Spring Board curriculum support for core areas, Before and After School tutoring support and Saturday School. 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$56,130	\$60,863
Mid-Range Teacher Salary	\$89,655	\$93,575
Highest Teacher Salary	\$111,314	\$125,548
Average Principal Salary (Elementary)	\$130,917	\$157,645
Average Principal Salary (Middle)	\$143,032	\$165,341
Average Principal Salary (High)	\$145,310	\$182,580
Superintendent Salary	\$440,000	\$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

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

Our professional development places an emphasis on meeting the needs of the school's diverse learners. Instructional approaches include but are not limited to: (a) differentiation, (b) student centered approaches to content engagement, and (c)

Professional Development

project- based learning. Additional PD areas focus on targeted intervention and support for our struggling students and vulnerable special populations. In recent years, PDs have intentionally focused on cementing alignment, integration and implementation of the social emotional learning component in education.

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13