



NEW VILLAGE  
GIRLS ACADEMY  
*reimagine what's possible*

2018–19  
School Accountability Report Card

## *About New Village Girls Academy:*

### **District Contact Information (School Year 2019–20)**

<b>Entity</b>	<b>Contact Information</b>
<b>District Name</b>	Los Angeles Unified School District
<b>Phone Number</b>	213.241.1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	Austin.beutner@lausd.net
<b>Website</b>	www.laust.net

### **School Contact Information (School Year 2019–20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	New Village Girls Academy
<b>Street</b>	147 N. Occidental Blvd.
<b>City, State, Zip</b>	Los Angeles, CA 90026
<b>Phone Number</b>	213.385.4015
<b>Principal</b>	Jennifer Quinones
<b>Email Address</b>	j.quinones@newvillagegirlsacademy.org
<b>Website</b>	www.newvillagegirlsacademy.org
<b>County-District-School (CDS) Code</b>	19-64733-0111484

### **School Description and Mission Statement (School Year 2019–20)**

New Village Girls Academy (NVGA) opened in September 2006 as the first public charter school in California designed to serve a high-needs population of young girls, including those who are pregnant or parenting, in foster care, in juvenile probation, at-risk of or previously dropped out from high school and more.<sup>1</sup> Reauthorized by the Los Angeles Unified School District (“LAUSD”) in 2010, 2015, and again in 2019, New Village Girls Academy today provides an individualized, high quality academic and social program to more than 150 girls throughout the calendar year in grades 9-12. New Village is located on the six-acre campus of St. Anne’s, just west of downtown Los Angeles in a low-income, predominantly Latino community. The school prioritizes enrollment for girls who are residents of St. Anne’s, while welcoming girls from all across Los Angeles.

New Village is unique among schools in Los Angeles, offering a small, personalized high school program for students with significant challenges. The students who come to New Village typically have dropped out of school – or are high risk for doing so. The predicted negative outcomes of our students at more traditional schools are due to a number of social factors including teen pregnancy, a history of trauma, high rates of transiency, participation in the juvenile justice or foster care system, and persistent, abject poverty.

Students enrolled at New Village come from neighborhoods throughout Los Angeles, however the majority resides in the Westlake area, where our school is situated. Approximately 4% of our students are residents at St. Anne’s Maternity Home, a group home for pregnant and parenting foster youth, with whom the school shares a campus. Westlake is home to almost 120,000 residents according to a 2008 census survey. Averaging almost 40,000 people per square mile, It is one of the most densely populated areas of Los Angeles. Close to 70% of the population is foreign-born, with most having emigrated from Latin American countries. The median household income is \$26,757, below the 133% 2019 federal poverty guidelines for a family of four. Westlake is served by the Rampart Division of the Los Angeles Police Department and is ranked the 30<sup>th</sup> most violent community in Los Angeles out of 209.

Currently, NVGA has 94 female students enrolled which includes: 87% Hispanic, 9% African-American, 2% Filipino and 1% White, and 1% 2+ Races, 97% Socio-economically Disadvantaged, 28% English Learners, 18% Students with Disabilities, 3% Foster Youth, and 12% Homeless.

**Student Enrollment by Grade Level (School Year 2018–19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	30
<b>Grade 10</b>	24
<b>Grade 11</b>	14
<b>Grade 12</b>	19
<b>Total Enrollment</b>	87

**Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	9.2%
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	--
<b>Filipino</b>	2.3%
<b>Hispanic or Latino</b>	85.1%
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	3.4%
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	97.4%
<b>English Learners</b>	26.4%
<b>Students with Disabilities</b>	18.4%
<b>Foster Youth</b>	8.0%
<b>Homeless</b>	3.4%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	--	6	6	21,054
Without Full Credential	--	3	3	783
Teaching Outside Subject Area of Competence (with full credential)	--	0	0	1,103

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of EL	--	0	0
Total Teacher Misassignments*	--	0	0
Vacant Teacher Positions	---	0	0

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

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	%Students Lacking Own Assigned Copy
Reading/Language Arts	English 9- Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold (California Edition)	2014	0%
		2014	

	<p>English 10- Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum (California Edition)</p> <p>English 11- Prentice Hall Literature: Timeless Voices, Timeless Themes, American Experience (Student Edition)</p> <p>English 12- The Language of Literature, Grade 12</p> <p>Online Resources (Gr 9-12)  <a href="#">Teaching Tolerance:</a></p>	<p>2014</p> <p>2014</p> <p>2018</p>	
<b>Mathematics</b>	<p>Learning System and/or other CA CCSS materials as instructional support/resources</p> <p>Online Curriculum &amp; Resources: <a href="#">Khan Academy</a>  <a href="#">UC Scout</a> Courses  <a href="#">IMP Math:</a>  <a href="#">Carnegie Learning Math</a>  <a href="#">Algebra 1</a>  <a href="#">Algebra II</a>            Geometry – Core Connections  <a href="#">Meaningful Math</a>            Pre-Calculus w/Trigonometry            Calculus – <a href="#">Core Connections</a> Activate Learning’s Meaningful Math</p>	<p>2014</p>	<p>0%</p>
<b>Science</b>	<p><u>Biology, Chemistry &amp; Physics Online Resources:</u>  <a href="#">UC Scout Courses</a>  <a href="#">Khan Academy</a>  <a href="#">Discovery Ed Science Techbook</a> (9-12)  <a href="#">Environmental Science</a>            &amp; Other Sciences  <a href="#">Smithsonian Science Ed Center</a></p> <p>Astrophysics: Conceptual Astronomy: A Journey of Ideas            Space Science &amp; Engineering: ESS for NGSS</p>	<p>2014</p>	<p>0%</p>
<b>History-Social Science</b>	<p>U.S. History- The Americans: Reconstruction to the 21<sup>st</sup> Century</p>	<p>2014</p>	<p>0%</p>

	<p>Online Resources:  <a href="#">History Alive</a>  <a href="#">Teaching Tolerance</a>  Howard Zinn: People’s History of the U.S.</p> <ul style="list-style-type: none"> <li>• World History: Patterns of Interaction</li> <li>• Government: Government in America: People, Politics &amp; Policy, 13<sup>th</sup> Ed.</li> <li>• Economics: Principals &amp; Practices</li> </ul>	2018	
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>• Spanish 1: Realidades, Level 1</li> <li>• Spanish 2: Realidades, Level 2</li> <li>• Spanish 3: Realidades, Level 3</li> </ul> <p><a href="#">UC Scout</a> (online resource)</p>	2014	0%
<b>Health</b>	Stanford University’s <a href="#">“A Healthy You”</a> Nutrition & Fitness Curriculum Teacher created materials	2014	0%
<b>Visual and Performing Arts</b>	Art in Focus Online resources: <a href="#">Davis Art</a> <a href="#">Edutopia</a>	2018	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	CA Science Center & Laboratory	2014	0%

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

**School Facility Conditions and Planned Improvements**

New Village Girls Academy is housed in a leased building which consists of 9 classrooms. Recently HVAC was installed in Room 4, and there was an addition of an office that was constructed. Our school employs janitorial services that maintain our campus clean and in impeccable condition. Annually our school completes the FIT tool and results are reported on the school’s SARC Report and LCAP.

**School Facility Good Repair Status**

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

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

***Year and month of the most recent FIT report: January 2020***

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

**Overall Facility Rate**

***Year and month of the most recent FIT report: January 2020***

**Overall Rating**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017– 18	School 2018– 19	District 2017– 18	District 2018– 19	State 2017– 18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	33.0%	32.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0%	0%	32.0%	34.0%	38.0%	39.0%

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

Note: 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.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	<b>22</b>	<b>20</b>	<b>90.91%</b>	<b>9.09%</b>	<b>31.58%</b>
<b>Male</b>					
<b>Female</b>	<b>22</b>	<b>20</b>	<b>90.91%</b>	<b>9.09%</b>	<b>31.58%</b>
<b>Black or African American</b>	-	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	<b>18</b>	<b>17</b>	<b>94.44%</b>	<b>5.56%</b>	<b>35.29%</b>
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	<b>22</b>	<b>20</b>	<b>90.91%</b>	<b>9.09%</b>	<b>31.58%</b>
<b>English Learners</b>	<b>11</b>	<b>10</b>	<b>90.91%</b>	<b>9.09%</b>	<b>10.00%</b>
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	<b>22</b>	<b>19</b>	<b>86.36%</b>	<b>13.64%</b>	<b>0.00%</b>
<b>Male</b>					
<b>Female</b>	<b>22</b>	<b>19</b>	<b>86.36%</b>	<b>13.64%</b>	<b>0.00%</b>
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	<b>18</b>	<b>17</b>	<b>94.44%</b>	<b>5.56%</b>	<b>0.00%</b>
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	<b>22</b>	<b>19</b>	<b>86.36%</b>	<b>13.64%</b>	<b>0.00%</b>
<b>English Learners</b>	<b>11</b>	<b>10</b>	<b>90.91%</b>	<b>9.09%</b>	<b>0.00%</b>
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017– 18	School 2018–19	District 2017–18	District 2018– 19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

**Career Technical Education (CTE) Programs (School Year 2018–19)**

New Village Girls Academy does not currently offer a CTE Program.

**Career Technical Education (CTE) Participation (School Year 2018–19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.71%

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

#### California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	-	-	-
7	-	-	-
9	52.6%	10.5%	10.5%

Note: 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019–20)

The following outlines methods by which New Village Girls Academy engages parents for their input in decision-making, and provides opportunities for participation at the school.

#### **PARENT INPUT IN DECISION-MAKING:**

At New Village Girls Academy, parent input in decision-making has taken place through the following venues:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Annual parent survey

#### **OPPORTUNITIES FOR PARENT PARTICIPATION:**

New Village Girls Academy provides the following opportunities to engage parents especially of unduplicated students and Students with Disabilities, as partners through education and communication to support their child academic, social-emotional and

behavioral needs and works to provide a safe, supportive, inclusive and positive learning environment.

New Village Girls Academy will host parent workshops on a variety of issues including: attendance, relationship building, as well as schoolwide events such as Back-to-school and Coffee with the Principal.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	38.80%	13.70%	9.70%
Graduation Rate	28.60%	77.30%	83.80%

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	32.60%	61.90%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	34.90%	33.30%	79.70%	96.00%	82.70%	83.00%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	2.30%	3.20%	0%	0.80%	0.80%	0.70%	3.60%	3.50%	0.00%
Expulsions	0%	0%	0%	0%	0%	0%	0.00%	0.00%	0.00%

### **School Safety Plan (School Year 2019–20)**

Annually, New Village Girls Academy's Leadership Team reviews, and revises, the school's Comprehensive School Safety Plan prior to the start of the school year. School staff receives training on the contents of the School Safety Plan, and monthly drills take place in compliance with the plan. Each classroom is equipped with an emergency backpack, that contains a first aid kit, snacks, classroom student roster, and emergency contact information. The evacuation plan is clearly posted on the wall of every classroom.

The School Safety Plan was reviewed, and updated with school staff on August 12, 2019. On a monthly basis the School Safety Plan is discussed with students and staff and implemented regularly through drills and appropriate strategies are identified and implemented to ensure compliance with CA Education Code 32282(a)(2)(A)-(H) which includes:

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- Safety drills: earthquake, active shooter and fire training.
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents.

#### D. Other SARC Information

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

##### Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	4.00	31		
Mathematics	4.82	17		
Science	29.0		2	
Social Science	9.0	11		

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

##### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	4.0	22		
Mathematics	11.0	6	1	
Science	23.00	1	1	1
Social Science	9.0	7		

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

##### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	4.00	21		
Mathematics	12.0	6		
Science	23.0	1	2	
Social Science	15.00	4		

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

### Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	1:95

\*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.

### Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	1.0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.0
Other	0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33,707.22	\$7,744.11	\$25,963.11	\$62,504.91
District	N/A	N/A	\$8,068.00	\$74,789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

### Types of Services Funded (Fiscal Year 2018–19)

New Village Girls Academy has implemented the following to support student needs:

- Individual Learning Plan – for every student that identifies student goal each semester.
- Academic interventions: Dreambox (Math), NewsELA, APEX (Credit recovery), Mathalicious, and after-school tutoring.



- Wellness Intake includes school climate survey (universal screener) administered by the Social Worker
- Access to Mental Health Services: Local providers: St. Anne’s, Peacock Foundation, Para Los Niños, Children’s Institute, and Children’s Hospital.
- Project NATEEN via Children’s Hospital provides services for pregnant/parenting teens.
- Counseling Services for student gang members: Gang Reduction & Youth Development.
- Partnership with Volunteers of America provides case management services for our students and their families who refuse to attend school; those with social-emotional needs; and gang-affiliation.
- Transcendental meditation which assists our students to improve social behavior and emotional regulation while supporting a calm, focused learning environment. Advisors meditate with their students twice a day, and our staff incorporates meditation as part of our school’s PBIS.
- Baby 2 Baby – program that provides resources for parenting teens.
- Guest speakers
- Conferences: Mother’s College (UCLA), Girl’s Build Conference
- Student competitions
- Culture-building events

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	NVGA Amount	LAUSD Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$52,483	\$43,913	\$48,612
<b>Mid-Range Teacher Salary</b>	\$59,841	\$70,141	\$74,676
<b>Highest Teacher Salary</b>	\$71,372	\$87,085	\$99,791
<b>Average Principal Salary (Elementary)</b>	--	\$117,494	\$125,830
<b>Average Principal Salary (Middle)</b>	--	\$132,291	\$131,167
<b>Average Principal Salary (High)</b>	\$132,200	\$135,145	\$144,822
<b>Superintendent Salary</b>	--	\$350,000	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	24.5%	30.0%	\$34.0%
<b>Percent of Budget for Administrative Salaries</b>	9.5%	5.0%	5.0%

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

**Advanced Placement (AP) Courses (School Year 2018–19)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	0	0
<b>English</b>	0	0
<b>Fine and Performing Arts</b>	0	0
<b>Foreign Language</b>	0	0
<b>Mathematics</b>	0	0
<b>Science</b>	0	0
<b>Social Science</b>	0	0
<b>All Courses</b>	0	0%

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

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

**Professional Development**

<b>Measure</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	<b>10</b>	<b>10</b>	<b>14</b>