

New Village Girls Academy

School Accountability Report Card

Report Using Data from the 2019-20 School Year
Published during 2020-21

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 webpage 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.

About This School

District Contact Information (School Year 2020–2021)

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

School Contact Information (School Year 2020–2021)

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

School Description and Mission Statement (School Year 2020–2021)

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. 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 30th most violent community in Los Angeles out of 209.

NVGA is a WASC-accredited direct funded charter school categorized by the CDE as a Dashboard Alternative School Status (DASS) because it serves a highly vulnerable, at-risk, at promise student

population. Currently, NVGA serves 105 young adolescent females in grades 9-12 that includes: 85.7% Hispanic, 10.5% African-American, 1% Filipino and 2.8% White, of which, 92.4% qualify for free/reduced lunch, 24.7% English Learners, 20.9% Students with Disabilities, 2% Foster Youth, and 9.5% Homeless.

On August 18, 2020, New Village Girls Academy started the 2020-21 school year with 100% of students participating in distance learning (Phase #1).

New Village will reopen school once it is safe to do so, and under the guidance from the Los Angeles County Department of Public Health, LAUSD, LACOE, and the Centers for Disease Control. Reopening plans that are being considered are as follows:

- Phase 1: 100% Students in distance learning
- Phase 2: Hybrid instruction: 2 days/week in-person; 3 days/week distance learning
- Phase 3: 100% in-person instruction (once COVID-19 is eradicated) and the Los Angeles County Department of Public Health permits students to fully return to school.

New Village Girls Academy continues to ensure continuity of instruction and learning through access to an academically rigorous educational program through distance learning.

NVGA utilizes Google Classroom as the learning platform (posting videos and assignments), and Zoom for synchronous instruction. All NVGA students participate in daily synchronous and asynchronous learning. Small group instruction takes place daily, including asynchronous learning time and Mindfulness/SEL sessions in Advisory. During asynchronous learning time students participate in online platforms to access, complete and submit their assignments.

Students complete one core course every 4 weeks (16-17 days per course) in order to be on track for graduation per their graduation plan. However, Science, Physical Education, Health, Advisory and Learning Through Internships remain as semester-long courses.

Students are expected to log in to their courses daily for synchronous Zoom sessions and actively engage with their teachers and peers. Flexibility on assignment deadlines are granted for students with limited or no Internet access, however hotspots have been distributed for all students lacking connectivity at home to further mitigate this issue.

Teachers upload weekly classroom activities and assignments in Google Classroom by 9:00 AM each Monday. Teachers are available to students for academic support via Zoom, Google Classroom, and email during the designated class and office hours. Office hours take place on Tuesday and Thursday afternoons in their Zoom rooms from 1:30 PM to 3:00 PM.

All teachers have support staff assigned to their classrooms who reach out to students who are absent and to assist English learners by providing translation support. We understand that situations may arise where students are not be able to attend class. We encourage students and parents to communicate with teachers when these issues arise so that students don't fall behind on their classwork. Teachers make reasonable means to respond to student/parent communications within 24 hours.

NVGA student have access to the following online web-based curriculum: iXL Math and NewsELA. Students access the following technology based supplemental applications: Flocabulary, Google Suite and Zoom meetings.

Every teacher is provided with bilingual support staff assigned to their classroom to contact students who are absent; and assist with English Learners by providing interpreter services.

ENGLISH LEARNERS

Students classified as English Learners receive differentiated instruction provided based on their language proficiency levels as well as translation support via additional bilingual staff members assigned to support teachers. New Village continues to offer an English Language Development class for English learners. To continue to develop English learner language skills, teachers provide daily comprehensive English Language Development. Designated English Language Development “first teaching” is provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction also supports this instruction.

STUDENTS WITH DISABILITIES

Students with IEPs continue to receive equitable services. Supports identified on a student’s Individualized Education Program (IEP) are honored in various ways. We hold upcoming annual IEP meetings via videoconference or teleconference. Parents are contacted to schedule IEP meetings.

Accommodations and modifications services are effectively provided online. These include, for instance, extensions of time for assignments, access to video recorded lessons and accessible reading materials. Our RSP teacher provides support in all content classes including a pullout session weekly for added support. Students who receive DIS counseling or ERICS counseling services receive it virtually via zoom and are scheduled during advisory time. Push-in services are also provided in core courses.

ADVISORY

Advisory course meets 3 times per week and encompasses social-emotional learning. Each student at NVGA continues to be part of a small learning community of 20 students led by a teacher and additional support staff who work with these small groups of students for the duration of their high school experience, assists each student with their instructional programs and builds relationship with each student and their families. The goal of advisory is to continue to allow each student to work closely with her advisor to identify interests and personalize learning. In every way, Advisory is a "home away from home" for our students. In order to continue to develop these kinds of consistent adult-student relationships, New Village Girls Academy continues to make Advisory our central structural element. Additionally, Advisors continue to guide and help students manage their Individualized Learning Plans and goals necessary for graduation. Advisors also manage and assess internships, projects and help students develop critical life skills such as organization, time management and communications.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	--
Grade 1	--
Grade 2	--
Grade 3	--
Grade 4	--
Grade 5	--
Grade 6	--
Grade 7	--
Grade 8	--
Ungraded Elementary	--
Grade 9	29
Grade 10	25
Grade 11	20
Grade 12	20
Ungraded Secondary	--
Total Enrollment	94

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	8.5 %
American Indian or Alaska Native	0%
Asian	0%
Filipino	2.1%
Hispanic or Latino	87.2%
Native Hawaiian or Pacific Islander	0%
White	1.1%
Two or More Races	1.1%
Socioeconomically Disadvantaged	96.8%
English Learners	27.7%
Students with Disabilities	18.1%
Foster Youth	3.2%
Homeless	11.7%

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	6	6	6	20,610
Without Full Credential	3	3	*3	669
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1,337

* Note: 1 teacher is enrolled in a credential program and 2 are participating in an induction program.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2020–2021)**

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	%Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9- Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold (California Edition)</p> <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) Teaching Tolerance:</p>	Yes	0%
Mathematics	<p>Learning System and/or other CA CCSS materials as instructional support/resources</p> <p>Online Curriculum & Resources: Khan Academy UC Scout Courses IMP Math: Carnegie Learning Math Algebra 1 Algebra II Geometry – Core Connections Meaningful Math Pre-Calculus w/Trigonometry Calculus – Core Connections Activate Learning’s Meaningful Math</p>	Yes	0%
Science	Biology, Chemistry & Physics Online Resources:	Yes	0%

	UC Scout Courses Khan Academy Discovery Ed Science Techbook (9-12) Environmental Science & Other Sciences Smithsonian Science Ed Center Astrophysics: Conceptual Astronomy: A Journey of Ideas Space Science & Engineering: ESS for NGSS		
History-Social Science	U.S. History- The Americans: Reconstruction to the 21 st Century Online Resources: History Alive Teaching Tolerance Howard Zinn: People’s History of the U.S. <ul style="list-style-type: none"> • World History: Patterns of Interaction • Government: Government in America: People, Politics & Policy, 13th Ed. • Economics: Principals & Practices 	Yes	0%
Foreign Language	<ul style="list-style-type: none"> • Spanish 1: Realidades, Level 1 • Spanish 2: Realidades, Level 2 • Spanish 3: Realidades, Level 3 UC Scout (online resource)	Yes	0%
Health	Stanford University’s “A Healthy You” Nutrition & Fitness Curriculum Teacher created materials	Yes	0%
Visual and Performing Arts	Art in Focus Online resources: Davis Art Edutopia	Yes	0%
Science Laboratory Equipment (grades 9-12)	CA Science Center & Laboratory	Yes	0%

School Facility Conditions and Planned Improvements

New Village Girls Academy is housed in a leased building which consists of 9 classrooms. NVGA ensures that its school site is safe, and clean at all times. Custodial staff has established cleaning standards outlined and recommended by the State and County Department of Health. Annually our staff conducts a facility inspection using the CDE’s Facility Inspection Tool (FIT) Report which is then reported on the school’s SARC and LCAP report. Determination of repair status is based on the most recent SARC inspection as documented on the FIT report.

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 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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

Year and month of the most recent FIT report: January 2021

Overall Rating

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	32%	N/A	45%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	0%	N/A	34%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and HS)	--	N/A	23%	N/A	30%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group: Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

New Village Girls Academy does not offer a CTE Program.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
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	--

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	88.89%

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 2019–2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020–2021)

New Village Girls Academy (NVGA) partners with parents/families to provide numerous opportunities for parent involvement and engagement in decision-making especially with Unduplicated Pupils (Low income, English Learners, Foster youth), and Students with Disabilities (SWD) including but not limited to ELAC, Coffee with the Principal and Parent workshops which currently take place remotely.

Communicating with families/guardians is a key component of our school’s program. Throughout the transition to distance learning since March 2020, our staff has been communicating with families/guardians using various methods including OneCall, updates on our school’s website and phone calls to families. Communication and outreach to students and families will continue to take place virtually via Zoom; and translator services are available since most staff are bilingual (Spanish/English). All correspondence sent to families is provided in English and Spanish.

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 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	32.6%	61.9%	35.5%	10.8%	11.3%	10.9%	9.1%	9.6%	9.0%
Graduation Rate	34.9%	33.3%	38.7%	79.7%	80.1%	81.5%	82.7%	83.0%	84.5%

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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	3.2%	0%	0.8%	0.7%	3.5%	3.5%
Expulsions	0%	0%	0%	0%	0.1%	0.1%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0%	0.4%	2.5%
Expulsions	0%	*	*

*** At the time of this SARC Report: Expulsion data has not yet been publicly reported by the CDE.**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

On August 18, 2020, New Village Girls Academy started the 2020-21 school year with 100% of students participating in distance learning (Phase #1).

New Village will reopen once it is safe to do so, and under the guidance from the Los Angeles County Department of Public Health, LAUSD, LACOE, and the Centers for Disease Control. Reopening plans that are being considered are as follows:

- Phase 1: 100% Students in distance learning
- Phase 2: Hybrid instruction: 2 days/week in-person; 3 days/week distance learning
- Phase 3: 100% in-person instruction (once COVID-19 is eradicated) and the Los Angeles County Department of Public Health permits students to fully return to school.

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, stakeholders and guidance from the County and State Health Department in August 2020. Once onsite instruction resumes, on a monthly basis the School Safety Plan will be discussed with students and staff and implemented regularly through drills and appropriate strategies are identified and implemented to ensure compliance with CA Education Codes 32270-32289.5 which includes:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency, including adaptations for students with disabilities
- Suspension/expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy that includes hate crime reporting procedures/policies
- If a schoolwide dress code exists, include prohibition of gang-related apparel
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school
- Maintain a safe and orderly environment conducive to learning at the school
- Rules and procedures on school discipline are adopted
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions
- Use of PPE including face coverings, hand sanitation, social distancing, campus cleaning

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 (Elementary) (School Year 2017–2018)

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

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

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

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

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

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.0	22	0	0
Mathematics	11.0	6	1	0
Science	23.0	1	1	1
Social Science	9.0	7	0	0

*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 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.0	21	0	0
Mathematics	12.0	6	0	0
Science	23.0	1	2	0
Social Science	15.0	4	0	0

*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 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5.0	21	0	0
Mathematics	13.0	6	0	0
Science	19.0	3	2	0
Social Science	16.0	3	0	0

*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 Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	94:1

*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 2019–2020)

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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other:	

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$37,943.78	\$5,436.02	\$32,507.77	\$66,214.86
District	N/A	N/A	\$9,056	\$78,962.00
Percent Difference – School Site and District	N/A	N/A	+259%	-16.1%
State	N/A	N/A	\$7,750.12	\$83,052.00
Percent Difference – School Site and State	N/A	N/A	+319.4%	-20.3%

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

Types of Services Funded (Fiscal Year 2019–2020)

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. On Friday, March 13th all students were tasked with working on their exhibitions until the transition to Distance Learning.

All students at New Village Girls Academy, were contacted by school staff to identify which students had access to a laptop/computer and internet service at home. Those students that lacked these tools were provided with access to a Chromebook, WIFI hotspot, and/or resources to acquire internet services provided by the California Department of Education (CDE) to ensure they could access coursework during Distance Learning. Our school has disseminated Chromebooks to approximately 80% of our students.

Key members of our bilingual staff were in charge of conducting check-ins with students and their families at 1-3 times per week, to discuss participation, coursework completion, access to meals, provide resources and assist with any other needs as requested by students/families. For families who lost connectivity due to mobility, or other reasons, our school ordered additional Wi-Fi hotspots to disseminate. For students who were temporarily unable to acquire internet access were provided with course packets to prevent learning loss and so they could continue their coursework. Our teachers did participate in professional development on using Zoom meetings and how to implement blended learning in a Distance Learning platform.

On March 30th – New Village Girls Academy transitioned to Distance Learning using Google Classroom and Zoom meetings as the primary learning platform. Our teachers provide synchronous and asynchronous instruction in all core subjects including Advisory, Designated ELD for English Learners, and Internships that have shifted to an online platform. This model provides flexibility for our English Learners, Students with Disabilities (SWD) and students who may have other responsibilities including

work and parenting during the day. The shift to Google Classroom was seamless as this platform was already in use during the academic year, along with the 1:1 student to laptop ratio.

Our school has shifted the internships to an online platform with the addition of a guest speaker series that focused on college and career preparedness. This shift has been highly successful with high participation rates among our students.

For ***Students with Disabilities*** – the RSP Teacher co-teaches in all core subjects and provides individual pullout services during the Advisory block. The School Psychologist provides mental health services for SWD, 504 Plans and SST's using the Zoom platform. Our SPED Team has maintained consistent and ongoing communication with parents, and provided services outlined in the student's IEP. The wrap-around teams consist of Therapists, Case Managers, Advocates, Probation Officers, RSP teacher, School Psychologist and the School Advisor.

New Village Girls Academy students have access to ***social-emotional support and/or counseling services*** by the school Psychologist, and our Wellness Program, using the Zoom platform. Our wellness program is transcendental meditation facilitated by a bilingual instructor. This program assists our students to improve social behavior and emotional regulation while supporting a calm, focused learning environment. Our School Psychologist collaborates with the school's leadership team to address and ensure the social-emotional needs of our students are being met. In addition, during the Advisory course, the instructor has implemented the social-emotional learning curriculum; in addition to preparing our students for the end of year student exhibitions.

Approximately 98% of students enrolled at New Village Girls Academy are Unduplicated Pupils (English Learner, Low-Income, or Foster Youth). Our school's Principal, Assistant Principal, Counselor and Psychologist collaborate regularly in planning of support services for our students. Our bilingual support staff is tasked with conducting check-ins with students and their families 1-3 times per week, to discuss participation, coursework completion, access to meals, access to instructional/curricular materials, access to Chromebooks/internet service, provide resources and assist with any other needs as requested by students/families.

In addition to all of the services previously described earlier in this document, the following is a description of the additional services provided to meet the needs of our Unduplicated Pupils (UP). All instruction is provided via Distance Learning.

- **English Learners** receive both designated and integrated English Language Development (ELD) by a credentialed teacher. Designated ELD takes place for a quarter of the semester, twice per week for 240-minute each session.
- **English Learners** use Systems 44 (Read 180) ELD Curriculum; and Newsela, as a supplemental resource for additional assignments that are tailored to the student's Reading Lexile Level.
- **Teacher Office Hours:** Provided Tuesday – Thursday for academic support and intervention for one-on-one support or small group instruction. Instructional Aides also provide additional support for students.

- **Social-emotional Support:** New Village Girls Academy students have access to *social-emotional support* and/or *counseling services* by the school Psychologist, and our Wellness Program, using the Zoom platform. Our wellness program is transcendental meditation taught by a bilingual instructor. This program assists our students to improve social behavior and emotional regulation while supporting a calm, focused learning environment. Our School Psychologist collaborates with the school’s leadership team to address and ensure the social-emotional needs of our students are being met. In addition, during the Advisory course, the instructor has implemented the social-emotional learning curriculum; in addition to preparing our students for the end of year student exhibitions.
- **Newcomers:** receive curricular and instructional materials in their L1 (Spanish).
- **Homeless Youth:** Our Enrichment Programs Coordinator serves as the Homeless Liaison, adheres to the McKinney-Vento Homeless Assistance Act, and is in communication with the Homeless Liaison at the LA County Office of Education on a regular basis. The Enrichment Programs Coordinator conducts check-ins with homeless youth regularly and has provided numerous services and resources including but not limited to assisting in acquiring shelter and safety, food services (beyond lunch meals), delivering diapers for students with toddlers, assisted them with their application for pandemic EBT card, and assisted undocumented students with the application process for financial support offered by the City of Los Angeles. The Enrichment Programs Coordinator communicates regularly with homeless youth through phone calls and with the support of community partners such as GRYD.
- **Foster Youth:** Our Enrichment Programs Coordinator communicates regularly with Foster Youth to ensure they have full access to the school’s core educational program, academic supports and social-emotional supports, in addition to meal services, and any other identified needs. Our partnership with St. Anne’s also provides services for foster youth.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,571
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.0%	33.0%
Percent of Budget for Administrative Salaries	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 2019–2020)

Percent of Students in AP Courses: _____ N/A _____

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	10	14	14

PROFESSIONAL DEVELOPMENT (2020-21)

New Village Girls Academy has designed the following weekly professional development schedule for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- 1st week of the month will be focused on academic competencies and lesson planning (target EL, SPED, Math) by departments and with support staff (intention: mitigating learning loss).
- 2nd week of the month will be focused on SPED and EL with the SPED team, data and additional lesson planning to meet the needs of our subgroups. (intention: mitigating learning loss)
- 3rd week of the month will be focused on wellness & cultural competencies with USC/UCLA/Chan-Zuckerberg Initiative
- 4th week of the month will be focused on cultural competencies and student interventions/mental health updates

Our school has provided staff-wide professional development on both Google Classroom and Zoom platforms.