



NEW VILLAGE
GIRLS ACADEMY
reimagine what's possible

Single-Gender School Evaluation
November 2021

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EXECUTIVE SUMMARY

Summary of Findings

New Village Girls Academy (New Village) conducted an internal evaluation to review school performance during the 2017-18, 2018-19, and 2019-20 school year.

The evaluation found that:

- **Genuine Justification** - the single gender aspect of the school or classes is based upon genuine justifications and does not rely on overly broad generalizations about the different talents, capacities, or preferences of either gender and that the single gender nature of the school or classes is substantially related to the achievement of the important objective for the school or classes. New Village serves young women of color who are socioeconomically disadvantaged, with a majority within one or more of the high-risk categories established by the California Department of Education who benefit from the model, structure, and programming provided.
- **Effectiveness** - the program has been effective as compared to coeducational schools. The available data shows that New Village performed at a higher rate in English, a similar rate in mathematics, significantly better in chronic absenteeism rates, better in College/Career preparedness, better in College/Career preparedness, both above and below in English Learner Progress Indicator, inconsistent results in graduation rate, and similar in suspension rate indicator as compared to the three comparison schools.
- **Impact on LGBTQ Pupils** - the impact of the single gender school on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming requires unavailable disaggregated data to fully evaluate; based on specialized programming and internal school surveys, the school supports students in this group.

Challenges

Significant school performance data is not included in the evaluation due to the COVID-19 pandemic and lack of school standardized testing data. Because the evaluation relies on publicly available data points, the lack of standardized testing for the 2019-20 and 2020-21 school year limits the ability to compare New Village's performance and the three selected comparison schools in all three objectives in the evaluation.

Areas of Improvement and Recommendations

At this time, New Village does not collect disaggregated data for the LGBTQ+ student population that would facilitate a review of sexual orientation against markers of academic achievement and school participation to determine effect. Specific data for students who are members of the LGBTQ+ community is needed to fully evaluate the impact of the school's single-gender status on LGBTQ+ students.

BACKGROUND

History

New Village was established in 2006 to serve girls in the foster care and probation system who resided in a group home operated by St. Anne's Maternity home, and other girls living in the community who were not succeeding in traditional public schools and who faced similar issues of pregnancy and parenting, sexual and other forms of abuse, domestic violence, dysfunctional families and the like. Among such girls, depression and other mental health problems, shame and lack of self-esteem were common and significant impediments to school progress; and often led to irregular school attendance, dropping out and profound behavioral issues.

We believed that a girls-only school would provide a safe environment for such girls, a space for them to discuss their challenges openly, without embarrassment, and one conducive to building healthy candid relationships and self-esteem.

For these reasons we sought and obtained from the State Board of Education an exemption under the Education Code allowing New Village to operate as a single gender school. That exemption remains in effect today. Over the years there have been many changes. In particular the group home previously operated by St. Anne's has been transformed into a much smaller Short Term Recovery Program pursuant to the child welfare reform implemented under AB 23. But the distinctive nature of New Village and its mission has remained unchanged and the success of its program has been demonstrated in a multitude of ways.

Over 70% of our students are in one or more of the 12 categories of exceptionally high risk students incorporated in the definitions of DASS schools under the California Education Code.[1] Results at New Village demonstrate extraordinary levels of school re-engagement and success, with high levels of school attendance, graduation and continuation with post-secondary studies in community colleges and four-year colleges and universities. Equally important are the numerous histories of girls whose lives have been transformed with a new sense of purpose and self-esteem.

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- [1] Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
 - Suspended (*EC* Section 48925[d]) more than 10 days in a school year
 - Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
 - Pregnant and/or Parenting
 - Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
 - Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
 - Retained more than once in kindergarten through grade eight
 - Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)

- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (EC Section 42238.01[b])
- Homeless Youth

Mission

The mission of New Village is to provide a high quality, engaging educational opportunity with integrated support services for young women, especially those for whom the challenging circumstances of their lives have led to previous school failure and alienation.

Students

Enrollment is open to all young women (ages 14-21) in Los Angeles County; however, the school specifically reaches out to those who are hard to serve, have histories of school failure and/or are facing extreme personal circumstances that make attending and succeeding in a traditional high school unlikely.

The high school program is structured to support each student's individual needs while providing a rigorous A-G curriculum that qualifies graduates for admission to California universities and four-year college programs. When college is not the best path for a student to reach their goals, the school provides resources and support to pursue training through vocational school and/or prepare for a meaningful career through its internship and mentoring programs.

New Village is an all-girls public charter high school located in the Rampart neighborhood near downtown Los Angeles. The school is part of the Big Picture Learning network, chartered by the LAUSD and accredited by the Western Association of Schools and Colleges. The unique academic and social-emotional learning program serves adolescent girls (ages 14-21) annually from underserved communities of color in Los Angeles County. Students face significant challenges: trauma, abuse, poverty, homelessness, incarcerated or addicted parents, pregnancy, foster care, gang affiliation, Special Education needs and untreated mental health issues.

School Model

Daily Schedule

Students spend half of each day in a small learning community of approximately 20 students, called an advisory. Learning is supervised by the students' advisor, a credentialed teacher who works with the students throughout their time at New Village. Advisory projects enable students to earn credit in Language Arts (English) and Social Studies (History). Math and Science are taught in separate classes by teachers credentialed in those subjects. Each student has an individual learning plan based upon their prior school experience, credits needed to satisfy the A-G requirements for college acceptance to the University of California, and most importantly, the student's own interests and goals.

Assessment and Evaluation

At the end of every semester, each student presents their work in an individual exhibition to a panel of faculty, peers, and community members. In this way, students are evaluated on the quality of their work on projects of genuine interest, rather than simply by test scores.

Internships

On Tuesday and Thursday afternoons, students have an opportunity to engage in a wide variety of internships outside of school, guided by professional mentors. Internships provide real work experience, skills, confidence and a vision for possible future career paths.

Health and Wellness

The school has a full-time Psychologist and other support staff that offer immediate services for all counseling needs. Designated staff offer supportive services and linkages to community partners that offer additional services in housing, health, basic needs, childcare, and other services as needed.

The afterschool physical fitness program offers exercise, sports, and recreation that includes boot camp, volleyball, soccer, dance, yoga, and more. Students are also encouraged to participate in opportunities to spend time in nature through the New Village Urban-Wild Connection. From local hikes to Griffith Park to an annual Yosemite backpacking trip, students can develop self-confidence, teamwork, fitness, and an appreciation for the natural world.

The entire New Village community practices Transcendental Meditation for 15 minutes, twice a day, at the beginning and end of school. This program offers a valuable tool to help students deal with challenging life circumstances and the daily transition from home to school.

CALIFORNIA EDUCATION CODE § 232 & AB 23

The following California Education Code and Assembly Bill require that New Village, with an approved status as a single-gender school, conduct a bi-annual evaluation of its programs, achievements, and effectiveness in serving students.

Ca. Educ. Code § 232

The Legislature finds and declares that there are existing single gender schools and classes in California that may assist the state in evaluating whether or not single gender education aligned with Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.) is beneficial to pupils. See full education code in Appendix.

AB 23 Educational Programs: Single Gender Schools and Classes

Assembly Bill 23 authorize a charter school authorized by a school district with an average daily attendance of 400,000 or more pupils that was operating as a single gender school or with

single gender classes as of July 1, 2017, to be maintained as a single gender school or to maintain single gender classes, if those same requirements are met. The bill would require a school district that maintains a single gender school or class, and a charter school maintained as a single gender school or that maintains a single gender class to conduct certain evaluations at least once every 2 years, and to report the findings of those evaluations to the State Department of Education and specified legislative committees. The bill would require the department to order corrective action, as specified, if the department finds that a single gender school or class fails to comply with certain federal requirements.

EVALUATION REQUIREMENTS

To ensure compliance with requirements outlined in *Ca. Educ. Code § 232.4*:

(a) A school district that maintains an existing single gender school or classes or a charter school that is an existing single gender school or that continues existing single gender classes, pursuant to Section 232.2, shall conduct the following evaluations at least once every two years: (1) An evaluation of whether the single gender aspect of the school or classes is based upon genuine justifications and does not rely on overly broad generalizations about the different talents, capacities, or preferences of either gender and that the single gender nature of the school or classes is substantially related to the achievement of the important objective for the school or classes. (2) An evaluation that examines whether the single gender school or class has been effective as compared to coeducational schools. (3) An evaluation of the impact of the single gender school or class on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming. (b) The metrics that the school district or charter school will use to evaluate the single gender school or class shall be included in the policy adopted pursuant to subdivision (a) of Section 232.2, and the evidence in the evaluation shall include, but need not be limited to, the evidence described in the United States Department of Education's Office for Civil Rights "Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities" of December 1, 2014. (c) The school district or charter school shall submit the findings of the evaluations required pursuant to subdivision (a) to the Senate Committee on Education, the Assembly Committee on Education, the Assembly Committee on Judiciary, the Senate Committee on Judiciary, and the department. In the event that the department finds that one or more of the single gender schools or single gender classes fail to comply with the requirements of Title IX regulations (34 C.F.R. Part 106), as they read on October 25, 2006, the department shall order corrective action up to and including requiring that the school or classes become coeducational.

Objective 1: Genuine Justifications

New Village will evaluate whether the single gender aspect of the school or classes is based upon genuine justifications and does not rely on overly broad generalizations about the different talents, capacities, or preferences of either gender and that the single gender nature of the

school or classes is substantially related to the achievement of the important objective for the school or classes.

Objective 2: Effectiveness

New Village will examine whether its program has been effective as compared to coeducational schools.

Objective 3: Impact on LGBTQ Pupils

New Village will evaluate the impact of the single gender school on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming.

SUMMARY OF FINDINGS

Data Collection

For the purpose of this evaluation, data from existing sources and dashboards was used in order to demonstrate school performance and provide a comparison to similar coeducational schools. 2019-2020 and 2020-2021 data is limited due to COVID-19 and the absence of standardized testing.

Table 1: Overview of Data Sources

Objective 1: Genuine Justifications		
1.1	Examine the demographics of the student population, including students who are categorized as at-risk to drop out from high school or for other negative life outcomes	California School Dashboard Ed Data
1.2	Examine the number and percentage of girls served in at risk categories	California School Dashboard Ed Data
Objective 2: Effectiveness - The program has been effective as compared to coeducational schools.		
2.1	Academic Indicator - English Language Arts	California School Dashboard
2.2	Academic Indicator - Mathematics	California School Dashboard
2.3	Chronic Absenteeism Indicator	California School Dashboard
2.4	College/Career Indicator	California School Dashboard
2.5	English Learner Progress Indicator	California School Dashboard
2.6	Graduation Rate Indicator	California School Dashboard
2.7	Suspension Rate Indicator	California School Dashboard

Objective 3: Impact on LGBTQ Pupils - New Village will evaluate the impact of the single gender school on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming.

3.1	Impact of Single Gender School on LGBTQ Pupils	Wellness Intake, School Programing Information
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Data Analysis

Objective 1: Genuine Justifications

- 1.1 Examine the demographics of the student population, including students who are categorized as at-risk to drop out from high school or for other negative life outcomes

Table 2: Demographic Information

Academic Year	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2016-2017	102	100%	30.4%	11.8%
2017-2018	84	98.8%	29.8%	11.9%
2018-2019	87	97.7%	26.4%	8%
2019-2020	94	96.8%	27.7%	3.2%

<https://www.caschooldashboard.org>

New Village serves young women of color who are socioeconomically disadvantaged, with a majority within one or more of the high-risk categories established by the California Department of Education.

- 1.2 Examine the number and percentage of girls served in at risk categories

In 2018-19, New Village served 135 young women with an average enrollment of 87 students. All were young women of color (87 percent Latina). Almost 80 percent of students were within one or more of the high-risk categories established by the California Department of Education (CDE). More specifically: 24 percent of students were pregnant/parenting, 15 percent were in foster care or on probation, 51 percent were credit deficient by at least one semester, 26 percent were English Language Learners and 16 percent were Special Education students.

In 2019-2020, New Village served 94 young women with an average enrollment of 97 students. The majority were young women of color (78 percent Latina). Seventy percent of students were within one or more of the high-risk categories established by the California Department of Education (CDE). More specifically: 17 percent of students were pregnant/parenting, 4 percent

were in foster care or on probation, 52 percent were credit deficient by at least one semester, 27.7 percent were English Language Learners and 17 percent were Special Education students.

In 2020-2021, New Village served 121 young women with an average enrollment of 104 students. The majority were young women of color (86 percent Latina). Seventy-eight percent of students were within one or more of the high-risk categories established by the California Department of Education (CDE). More specifically: 19 percent of students were pregnant/parenting, 3 percent were in foster care or on probation, 58 percent were credit deficient by at least one semester, 26 percent were English Language Learners and 19 percent were Special Education students.

As the enrollment and demographic information demonstrates, New Village has consistently served a majority of students who are in at risk categories.

Objective 2: Effectiveness - The program has been effective as compared to coeducational schools.

New Village has examined whether its program has been effective as compared to similar coeducational schools. The comparison schools for this evaluation were established as part of the Charter Renewal Petition process; LAUSD's Office of Data and Accountability provided a Data Set to compare New Village against three Comparison Schools. The three schools serve pregnant/parenting teen girls and the demographics of the schools are similar to New Village.

Schools selected for comparison are:

- Harold McAlister High
- Ramona Opportunity High
- Thomas Riley High

Available data from the California School Dashboard is used in the performance comparison, which provides parents and educators with meaningful information on school and district progress. The seven state measures are: English Language Arts, Mathematics, Chronic Absenteeism, College/Career, English Learner Progress, Graduation Rate, and Suspension Rate.

Table 3: California School Dashboard School Performance Data

2017-2018	New Village Girls Academy	Harold McAlister High (Opportunity)	Ramona Opportunity High	Thomas Riley High
Enrollment	84	129	49	66
Socioeconomically Disadvantaged	98.8%	94.9%	93.9%	98.5%
English Learners	29.8%	24.8%	20.4%	18.2%
Foster Youth	11.9%	6.2%	0.0%	1.5%
Academic Indicator - English Language Arts	No data available	No data available	No data available	No data available
Academic Indicator - Mathematics	No data available	No data available	No data available	No data available
English Learner Progress Indicator:				
Level 4: Well Developed	4.8%	20.0%	9.1%	23.5%
Level 3: Moderately Developed	14.3%	53.3%	45.5%	29.4%
Level 2: Somewhat Developed	33.3%	13.3%	36.4%	35.3%
Level 1: Beginning Stage	47.6%	13.3%	9.1%	11.8%
College/Career Indicator (Prepared Level)	0.0%	0.0%	0.0%	3.1%
Graduation Rate Indicator	61.8%	62.5%	77.8%	87.5%
Suspension Rate Indicator	3.2%	0.5%	0.0%	0.0%
Chronic Absenteeism Indicator	No data available	No data available	No data available	No data available
2018-2019	New Village Girls Academy	Harold McAlister High (Opportunity)	Ramona Opportunity High	Thomas Riley High
Enrollment	87	124	48	63
Socioeconomically Disadvantaged	97.7%	98.4%	97.9%	95.2%
English Learners	26.4%	25.8%	18.8%	25.4%
Foster Youth	8.0%	8.1%	2.1%	6.3%
Academic Indicator - English Language Arts	65.8 points below standard	No data available	57.5 points below standard	No data available
Academic Indicator - Mathematics	150.3 points below standard	No data available	165.9 points below standard	No data available
English Learner Progress (making	33.3%	23.1%	No data	46.2%

progress towards English language proficiency)			available	
College/Career Indicator (Prepared Level)	20.8%	1.9%	0.0%	0.0%
Graduation Rate Indicator	75.0%	72.2%	63.6%	72.4%
Suspension Rate Indicator	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism Indicator	Data not available	No data available	No data available	No data available
2019-2020¹	New Village Girls Academy	Harold McAlister High (Opportunity)	Ramona Opportunity High	Thomas Riley High
Enrollment	94	104	31	47
Socioeconomically Disadvantaged	96.8%	85.6%	96.8%	100.0%
English Learners	27.7%	27.9%	19.4%	21.3%
Foster Youth	3.2%	3.8%	0.0%	2.1%
Academic Indicator - English Language Arts	Data not available	Data not available	Data not available	Data not available
Academic Indicator - Mathematics	Data not available	Data not available	Data not available	Data not available
English Learner Progress (making progress towards English language proficiency)	Data not available	Data not available	Data not available	Data not available
College/Career Indicator (Prepared Level)	Data not available	Data not available	Data not available	Data not available
Graduation Rate Indicator	Data not available	Data not available	Data not available	Data not available
Suspension Rate Indicator	Data not available	Data not available	Data not available	Data not available
Chronic Absenteeism Indicator	Data not available	Data not available	Data not available	Data not available

<https://www.caschooldashboard.org>

- 2.1 Academic Indicator - English Language Arts

The California School Dashboard has inconsistent and limited data for New Village and the three comparison schools in English Language Arts.

¹ Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Ed Data has CAASP English Language Arts/Literacy results for the 2018-19 school year only. The 2019-20 CAASPP tests were not administered due to the pandemic.

Table 4: 2018-19 CAASPP English Language Arts/Literacy Results

	New Village Girls Academy	Harold McAlister High (Opportunity)	Ramona Opportunity High	Thomas Riley High
Std Exceeded Level 4	10.53 %	7.69 %	0 %	0 %
Std Met Level 3	21.05 %	7.69 %	18.18 %	7.69 %
Std Nearly Met Level 2	36.84 %	23.08 %	27.27 %	15.38 %
Std Not Met Level 1	31.58 %	61.54 %	54.55 %	76.92 %

<https://www.ed-data.org>

Using the available data for the 2018-2019 school year, the results show that New Village performed at a slightly higher rate than the three comparison schools in English. For example, in Standard Exceeded Level 4 results, NVGA scored 10.53%, Harold McAlister was 7.69% and both Ramona Opportunity High and Thomas Riley High scored 0%.

- 2.2 Academic Indicator - Mathematics

The California School Dashboard has inconsistent and limited data for New Village and the three comparison schools in Mathematics.

Ed Data has CAASP Mathematics results for the 2018-19 school year only. The 2019-20 CAASPP tests were not administered due to the pandemic.

Table 5: 2018-19 CAASPP Mathematics Results

	New Village Girls Academy	Harold McAlister High (Opportunity)	Ramona Opportunity High	Thomas Riley High
Std Exceeded Level 4	0 %	0 %	0 %	0 %
Std Met Level 3	0 %	23.08 %	0 %	0 %
Std Nearly Met Level 2	21.05 %	15.38 %	9.09 %	0 %
Std Not Met Level 1	78.95 %	61.54 %	90.91 %	100 %

<https://www.ed-data.org>

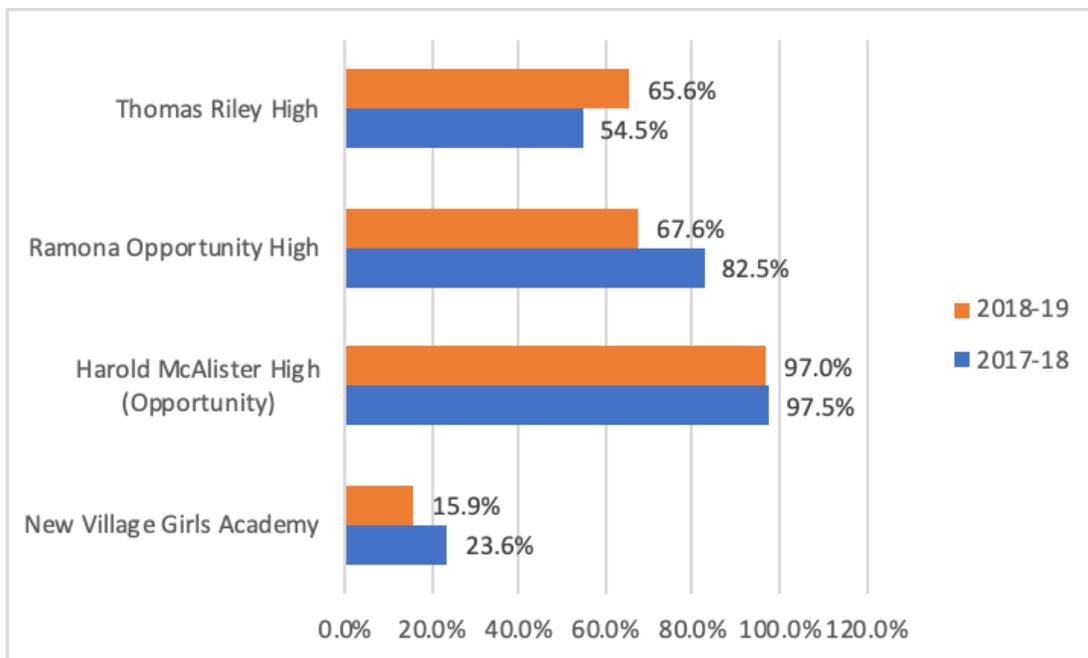
Using the available data for the 2018-2019 school year, the results show that New Village performed at a similar rate than the three comparison schools in mathematics. In Standard

Exceeded Level 4 results, New Village and all three comparison schools scored 0%. For Standard Met Level 3, New Village, Ramona Opportunity High, and Thomas Riley scored 0%, and Harold McAlister High scored 23.08%. For Standard Nearly Met Level 2, New Village had the highest result with 21.05%. In Standard Not Met Level 1, the results ranged from 61.54% to 100%. Overall, the results did not show a significant difference in performance between New Village and comparison schools.

- 2.3 Chronic Absenteeism Indicator

EdData provides information for Chronic Absenteeism Rate for all students in New Village and the three comparison schools.

Chart 1: Chronic Absenteeism Rate (All Students)



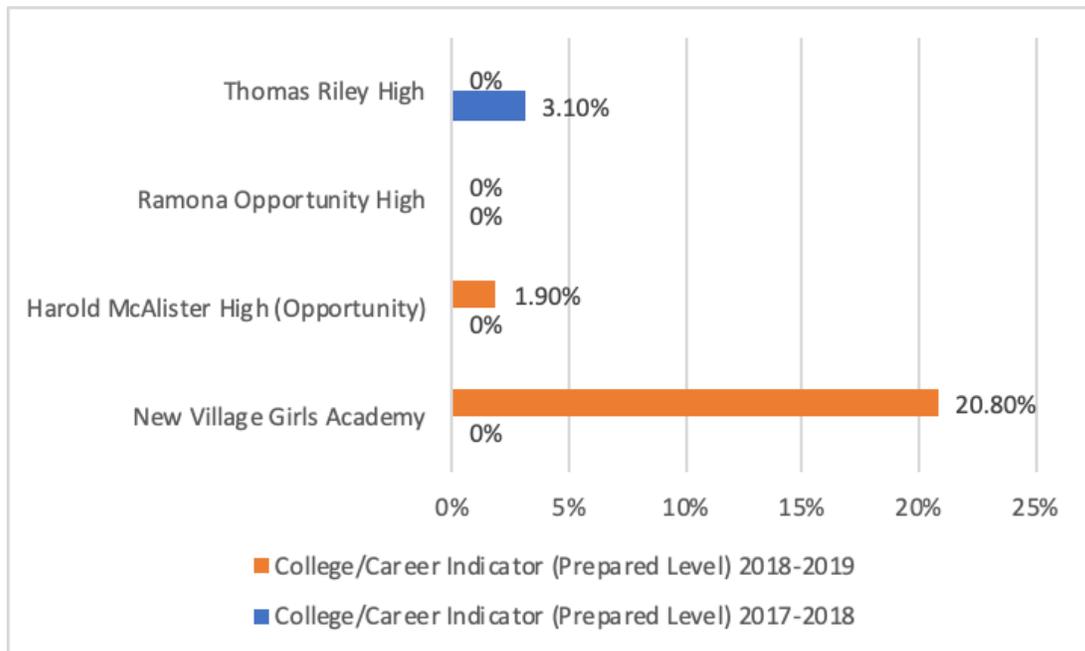
<https://www.ed-data.org>

In 2017-2018, New Village had a chronic absenteeism rate of 23.6%, which was 30.9 percentage points less than Thomas Riley High, 58.9 percentage points less than Ramona Opportunity High, and 73.9 percentage points less than Harold McAllister High. In 2018-19, New Village had a chronic absenteeism rate of 15.9%, which was 49.7 percentage points less than Thomas Riley High, 51.7 percentage points less than Ramona Opportunity High, and 81.1 percentage points less than Harold McAllister High. Data is not available on EdData or the California School Dashboard for the 2019-20 and 2020-21 school year.

The available data shows that New Village is performing significantly better in chronic absenteeism rates as compared to the three comparison schools.

- 2.4 College/Career Indicator

Chart 2: College/Career Indicator

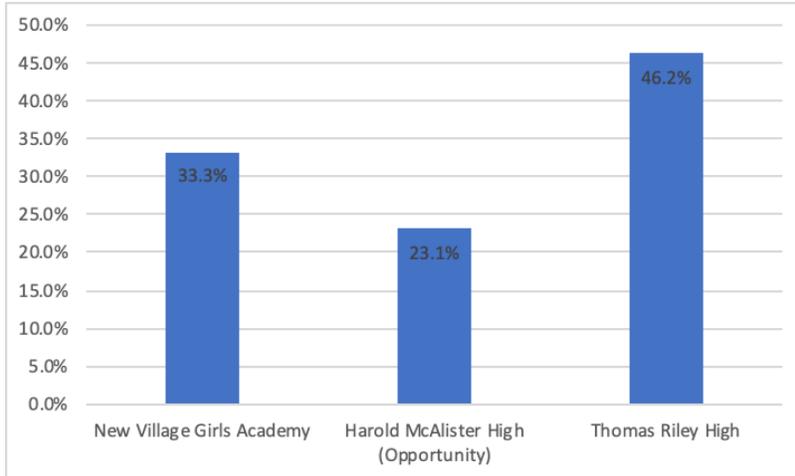


<https://www.ed-data.org>

The College/Career Indicator measures the percentage of students in the four-year graduation cohort who are prepared for post-secondary education. As is illustrated in Chart 2: College/Career Indicator, New Village demonstrated growth in this measure, moving from 0% in 2017-18, to 20.8% in 2018-19. In addition, the available 2018-19 data indicated that New Village is performing better in College/Career preparedness as compared to the three comparison schools. Data for Ramona Opportunity High is not available in this measure.

- 2.5 English Learner Progress Indicator

Chart 3: English Learner Progress Indicator

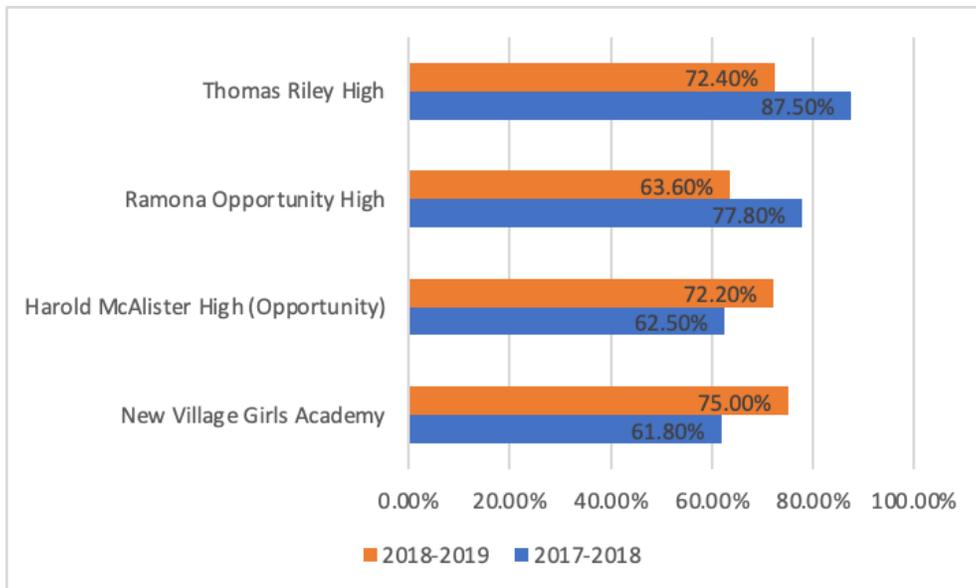


<https://www.caschooldashboard.org>

The English Learner Progress Indicator represents the percentage of current English Learners who are making progress towards English language proficiency or maintaining the highest performance level determined by the end-of-year English Language Proficiency Assessments for California (ELPAC). The only available data for New Village and all three comparison schools is for the 2018-2019 school year. Chart 3: English Learner Progress Indicator shows that New Village had an progress indicator of 33.3%, Harold McAlister High had a progress indicator of 23.1%, and Thomas Riley High had a performance indicator of 46.2%. Data for Ramona Opportunity High is not available. In this measure, New Village performed below Thomas Riley and above Harold McAlister High.

- 2.6 Graduation Rate Indicator

Chart 4: Graduation Rate Indicator Comparison



<https://www.caschooldashboard.org>

The California School Dashboard defines the Graduation Rate Indicator as the combination of a four and five year graduation rate, based on the number of students who graduate with a regular high school diploma in four or five years. For the 2017-18, New Village had a graduation rate lower than the comparison schools and in the 2018-2019 school year had a higher graduation rate of 75%.

- 2.7 Suspension Rate Indicator

Table 6: Suspension Rate Indicator

	New Village Girls Academy	Harold McAlister High (Opportunity)	Ramona Opportunity High	Thomas Riley High
2017-2018	3.20%	0.50%	0.00%	0.00%
2018-2019	0.00%	0.00%	0.00%	0.00%

<https://www.caschooldashboard.org>

The Suspension Rate Indicator is based on the number of students who were suspended from school at least once in the current or prior school year. As Table 6 shows, there is only data for the 2017-18 and 2018-2019 school year in the California School Dashboard. New Village and all three comparison schools have a suspension rate of 0% for the 2018-19 school year, indicating that the school is performing at a similar level as the comparison schools.

Objective 3: Impact on LGBTQ Pupils - New Village will evaluate the impact of the single gender school on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming.

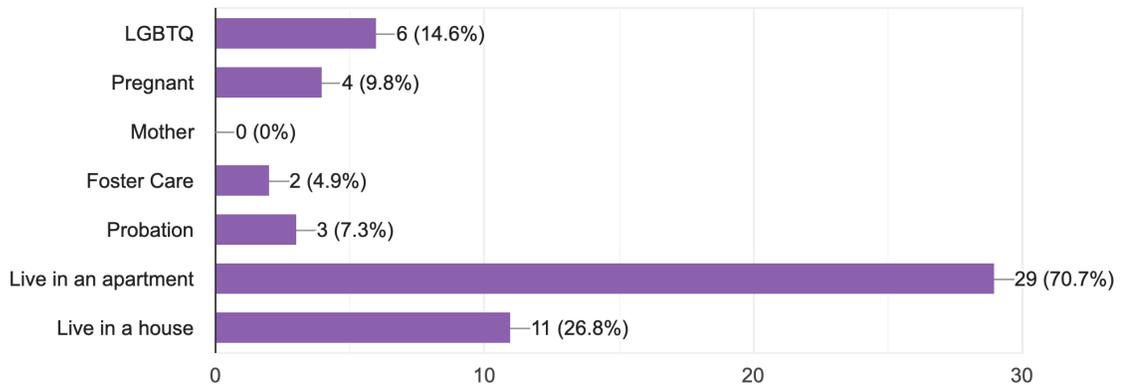
- 3.1 Impact of Single Gender School on LGBTQ Pupils

Each school year, a wellness intake is collected from students. The answers are anonymous and students are encouraged but not required to participate.

Chart 5: Wellness Intake 2019-20 - Student Information Responses

Student Information

41 responses

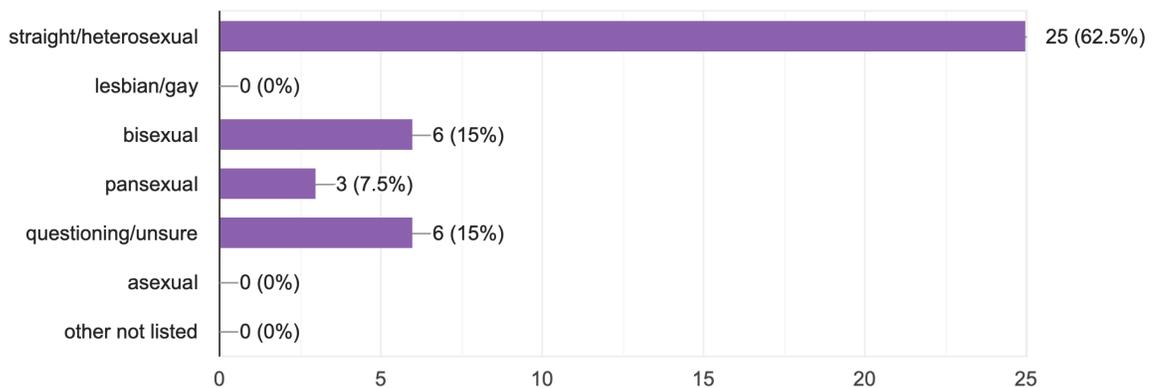


In the 2019-20 Wellness Intake, 14.6% of students responded to the student information question and a total of 15% of students identified as LGBTQ.

Chart 6: Wellness Intake 2019-20 - Sexual Orientation Responses

6. Sexual Orientation

40 responses

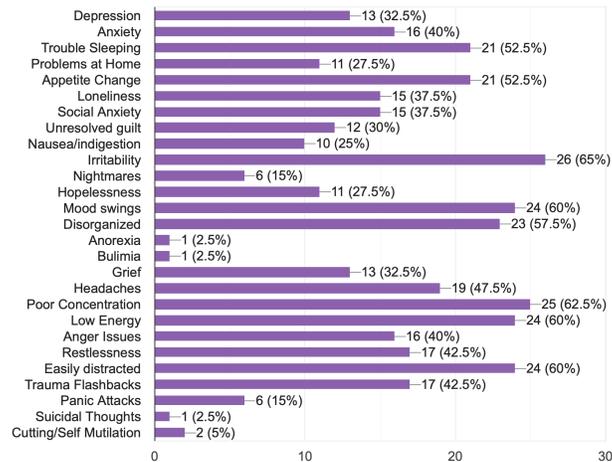


In the 2019-20 school year, 40 students responded the question on sexual orientation and close to 38% identified as lesbian/gay, bisexual, pansexual, and questioning/unsure.

Also part of the wellness intake is a question on individual concerns, which includes areas of mental health, home environment, and impacts of trauma on the wellbeing of students.

Chart 7: Wellness Intake 2019-20 - Individual Concerns Responses

INDIVIDUAL CONCERNS (Please check any symptoms that you are experiencing or recently experienced)
40 responses



Information collected through the Wellness Intake is used to design the Wellness component of the school each year. Based on student feedback, programming, speakers, events, and resources are brought, catering to the interest and need. Wellness activities and resources delivered by school staff for all students include self-love, giving gratitude, new beginnings & human trafficking awareness, healthy relationships, art & healthy living, and self-care. The wellness component also includes LGBTQ+ awareness.

In addition, the school has created a partnership with a neighboring school to provide an after-school LGBTQ+ group that meets after school. The group provides students with a safe space to share their experiences, challenges, fears, aspirations, and create a supportive peer environment. The group meets every week and all LGBTQ+ students are able to participate. This group is led by the school's Enrichment Programs & Resource Coordinator, who is able to link students to tools and resources, mental health services, and overall support.

At this time, New Village does not collect disaggregated data for the LGBTQ+ student population that would facilitate a review of sexual orientation against markers of academic achievement and school participation to determine effect.

Challenges

Lack of Comparable Data

Several challenges limited the amount of comparable data for the evaluation. These challenges included limited standardized testing due to the COVID-19 pandemic. This lack of testing impacted the 2019-20 and 2020-21 school year.

The evaluation also relied on publicly available data, which limits the sources available to collect information and compare performance. The evaluation was limited to DASS Recertification, California School Dashboard, and Ed Data.

In addition, regulations in public student data on state dashboard protects student information results when the number of students in a category is small. New Village and the three comparison schools have a small student population compared with larger, traditional high schools. Because the student population is small, efforts are taken to protect the information of students; certain data points are not available.

School Achievement Not Included in State Dashboard

Aside from limitations in data, there are key school achievements that are not included in the state performance dashboard, and therefore not available for the comparison schools in this evaluation. The following are key school achievements for New Village, collected through internal school trackers:

- Average enrollment has been increasing steadily (up 30% from 84 in 2019 to 109 students in 2021. Enhanced outreach and recruitment efforts are targeting local and all-girls middle schools, social service agencies, child welfare agencies, high school counselors, and officers in the justice system.
- Transiency is decreasing. The school is serving fewer students annually (121 in 2021 compared to 135 for each of the previous two years) with higher levels of consistent enrollment.
- Average daily attendance has remained steady at 70% or higher, even during the school closure/distance learning.

In addition, in 2019, the A-G completion rate of graduates was 95% with an additional graduate under an alternative, non-A-G diploma (e.g., homeless youth). A-G completion is required of students at New Village in order to graduate (except for cases in which state law mandates a lower requirement, such as for children in foster care).² The high A-G completion rates result in

² <https://data1.cde.ca.gov/dataquest>.

greater access and enrollment into higher education for the students who graduate from New Village.

The school has demonstrate resilience during COVID-19 crisis, which is not reflected in the state standardized testing:

- Successful transition to a distance learning program in April 2020 with enhanced mental health support and supply distributions (meals, baby supplies, science kits, laptops, Wi-Fi hotspots).
- Introduced virtual internships and career development training: In 2020, 83% of students completed a Work Certification Program; 76% completed internships with 23 different businesses and agencies (90% of internships were paid through the City of Los Angeles's World of Work program). In 2021, two new career development opportunities were introduced: an ophthalmic assistant course through the Southern California Eye Institute and a physician's assistant pipeline program through the Keck School of Medicine at USC. The school also launched a new weekly virtual *Paths of Possibilities* speaker series with an average of 68 students participating weekly.
- High completion rate of A-G credits for graduation and admission to UC system: 2019 (95%), 2020 (95%), 2021 (88% – reflects the higher number of homeless youth in the class of 2021 who are exempt from the A-G requirement by State law).
- High college matriculation rate: 2019 (95%), 2020 (91%), 2021 (73%).
- Wellness supports: virtual counseling from the school psychologist, home visits by Heluna Health/GRYD/Volunteers of America, community resources support (mental health, housing and unemployment support), weekday meal distribution to 125 students and community members.

Areas of Improvement and Recommendations

Objective 2 of the evaluation measures the effectiveness of the school compared to other coeducational schools that serve a similar population. The data shows that the school should increase efforts to support English Learners in their academic progress, as reflected in their English Learner Indicator.

Objective 3 of the evaluation measures the impact of the single-gender school on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming. New Village does not have disaggregate data for this student population and there is no related data publicly available for the comparison schools. Therefore, it is difficult to measure this objective for New Village and measure it against the three comparison schools. The school should increase efforts to collect disaggregated data for students in this population and design the school climate and wellness intake so that correlations and relationships can be established between pupil population, wellness, and academic performance.

References

“California School Dashboard (CA Dept of Education).” *California School Dashboard (CA Dept of Education)*, <https://www.caschooldashboard.org/>.

“Los Angeles Unified.” *Ed*, <https://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

Appendix

Ca. Educ. Code § 232

(a)(1) Notwithstanding Section 220 as it relates to discrimination on the basis of gender, and subdivisions (a) and (b) of Section 221.5, a school district with an average daily attendance of 400,000 or more pupils may maintain any single gender schools and classes that were enrolling pupils as of July 1, 2017, provided that the governing board of the school district has adopted a policy that addresses how the school district will ensure compliance with Title IX regulations (34 C.F.R. Part 106), as they read on October 25, 2006.(2) Notwithstanding Section 220 as it relates to discrimination on the basis of gender, and subdivisions (a) and (b) of Section 221.5, a charter school authorized by a school district with an average daily attendance of 400,000 or more pupils may be maintained as a single gender school or may maintain single gender classes, only if, as of July 1, 2017, the school operated as a single gender school or operated single gender classes, provided that the governing body of the charter school has adopted a policy that addresses how the charter school will ensure compliance with Title IX regulations (34 C.F.R. Part 106), as they read on October 25, 2006.(3)(A) A school continuing to operate as a single gender school pursuant to this section shall not have a total pupil enrollment exceeding 700 pupils.(B) A coeducational school maintaining existing single gender classes pursuant to this section shall not have a total pupil enrollment exceeding 1,000 pupils. This subparagraph shall not apply for single gender classes authorized pursuant to subdivision (b) of Section 221.5 or of the kinds described in paragraphs (1) to (4), inclusive, of subdivision (a) of Section 106.34 of Title 34 of the Code of Federal Regulations.(4) Any corrective action ordered by the department before July 1, 2017, and applicable to a school maintained under this section shall remain in effect.(b) A policy adopted pursuant to subdivision (a) shall include, but not necessarily be limited to, all of the following requirements: (1) The single gender aspect of the school or classes will serve an important school district or charter school objective to do either of the following: (A) Improve the educational achievement of its pupils through the school district's or charter school's overall established policy to provide diverse educational opportunities, provided that the single gender nature of the school or classes is substantially related to achieving that objective.(B) Meet the particular, identified educational needs of its pupils, provided that the single gender nature of the school or classes is substantially related to achieving that objective.(2) The school district or charter school will implement its objective in an evenhanded manner.(3) Pupil enrollment in a single gender school or classes will be voluntary.(4)(A) Except as provided in subparagraph (B), the school district or charter school will provide to pupils of both genders a substantially equal coeducational class, extracurricular activity, or program in the same subject.(B) Subparagraph (A) shall not apply to a nonvocational charter school that is a single school that is not part of a network or chain of charter schools or a charter school management organization that has more than one school.

Ca. Educ. Code § 232.2

(a) A school district that maintains an existing single gender school or classes or a charter school that is an existing single gender school or that continues existing single gender classes,

pursuant to Section 232.2, shall conduct the following evaluations at least once every two years: (1) An evaluation of whether the single gender aspect of the school or classes is based upon genuine justifications and does not rely on overly broad generalizations about the different talents, capacities, or preferences of either gender and that the single gender nature of the school or classes is substantially related to the achievement of the important objective for the school or classes.(2) An evaluation that examines whether the single gender school or class has been effective as compared to coeducational schools.(3) An evaluation of the impact of the single gender school or class on pupils who identify as lesbian, gay, bisexual, transgender, questioning, or gender nonconforming.(b) The metrics that the school district or charter school will use to evaluate the single gender school or class shall be included in the policy adopted pursuant to subdivision (a) of Section 232.2, and the evidence in the evaluation shall include, but need not be limited to, the evidence described in the United States Department of Education's Office for Civil Rights "Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities" of December 1, 2014.(c) The school district or charter school shall submit the findings of the evaluations required pursuant to subdivision (a) to the Senate Committee on Education, the Assembly Committee on Education, the Assembly Committee on Judiciary, the Senate Committee on Judiciary, and the department. In the event that the department finds that one or more of the single gender schools or single gender classes fail to comply with the requirements of Title IX regulations (34 C.F.R. Part 106), as they read on October 25, 2006, the department shall order corrective action up to and including requiring that the school or classes become coeducational.(d) Except as otherwise provided in this article and subdivision (b) of Section 221.5, no public elementary or secondary school, including a charter school, shall operate as a single gender school or with single gender classes. This subdivision does not prohibit the operation of single gender classes of the kinds described in paragraphs (1) to (4), inclusive, of subdivision (a) of Section 106.34 of Title 34 of the Code of Federal Regulations.

Ca. Educ. Code § 232.4

This article shall remain in effect only until January 1, 2025, and as of that date is repealed.

Ca. Educ. Code § 232.6

New Village Girls Academy's Status as Single-Gender School

Based upon the nature of the students intended to be served by New Village, their particular needs, and the school's mission, on July 13, 2006, the California Board of Education approved a waiver under the California Education Code to permit New Village to operate as a single-gender school for girls.

In support of New Village's 2006 waiver application it was stated:

Potential students at New Village will be young women who have been raped, pregnant, beaten, abused and abandoned at an early age. Many have experienced extreme embarrassment,

ridicule and estrangement in prior school experiences. After many conversations with residents at St. Anne's, with educators, and social workers, we came to believe that an all-girls school will be most conducive to forming positive peer relationships, receiving emotional support and learning to share openly with friends their extraordinary issues and challenges related to issues of sex, pregnancy and parenting.

New Village Girls Academy Policy Adopted Pursuant to California Education Code Sections 232-232.6

The New Village Board of Directors has adopted the following policy pursuant to California Education Code Sections 232-232.6 with respect to its continuing operation as a single gender school.

Eligibility

The New Village Board of Directors has verified the following:

- New Village Girls Academy is a charter school authorized by the Los Angeles Unified School District
- The Los Angeles Unified School District has an Average Daily Attendance greater than 400,000 students
- New Village Girls Academy was operating as a single gender school prior to July 1, 2017
- New Village Girls Academy has not and does not intend to enroll over 700 students
- Enrollment at New Village Girls Academy is voluntary
- New Village Girls Academy operates only one charter school

Justification

New Village believes that a single gender educational environment is instrumental in meeting the particular educational and social needs of its students and is substantially related to providing a successful academic environment for its student population. Many students at New Village have had negative, unsuccessful previous school experiences and have become alienated from school, are credit deficient upon enrollment at New Village and have experienced challenging life circumstances described above. New Village believes that its students are most likely to re-engage and achieve success in their education and well-being if they:

- feel safe and free of bullying, teasing and shaming
- are supported by peers, teachers and school staff in confronting the extraordinarily difficult emotional issues that come with pregnancy, motherhood and experiences of trauma and abuse
- have the opportunity to speak openly about gender-specific and highly sensitive questions rising from teen pregnancy, parenting, questions regarding sexual and gender orientation, trauma and sexual abuse)

New Village believes that an all-girls school creates an environment in which open conversation can support healing and the community that so many of our highly transient students have

previously lacked, permitting our students to become more willing to take academic and personal risks in a supportive and safe environment.

New Village believes that the single gender environment is substantially related to achieving the objectives of re-engaging our students in a successful academic experience and providing emotional and social support to deal with challenging life circumstances.