



Accrediting Commission for Schools Western Association of Schools and Colleges

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: 12-22-17

School:	Girls Academic Leadership Academy		
Address:	1067 West Blvd.	Los Angeles, CA	90019
	Number and Street	City and State	Zip Code
Mailing Address (if different):			
	Number and Street	City and State	Zip Code
Telephone #:	(323) 900-4532	Fax #:	
Email Address:	www.galacademy.org		
Chief Administrator:	Elizabeth Ackerman-Hicks, Principal		
School District:	Los Angeles Unified		
Enrollment:	320	Current Grade Span	
		to be Reviewed:	6-12
County:	Los Angeles		

Check any of the following that apply to your school:

- | | | |
|---|---|---|
| <input type="checkbox"/> Comprehensive | <input type="checkbox"/> Community Day School | <input type="checkbox"/> Alternative Education/Continuation |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Charter School | <input type="checkbox"/> Home Study |
| <input type="checkbox"/> Online Distance Learning | <input type="checkbox"/> Other: Explain: | |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online _____%, and the percentage of students utilizing the online delivery system _____%.

Briefly describe:

Note: If more space is needed on the following pages, please append additional sheets.



Part II: School Profile

Description of the school:

The idea for a new school model, the Girls Academic Leadership Academy (GALA), started in 2012 with a few educators and parents simply asking “why?” Why can’t we have a single-gendered school within the public school system? In Los Angeles, at that time there were four independent all-girls schools that had great academic results with their young women graduating and going on to college, but the cost of over \$50,000 a year to attend was completely out of the realm of most public school girls. This group of educators and parents led by Elizabeth Ackerman-Hicks (Liz Hicks), the key writer and researcher for the proposal and founder of GALA, began to write a proposal for an all-girls public school within Los Angeles Unified School District (LAUSD). As the group did research, they found that girls and boys were relatively equal in test scores (at that time using CST scores) and grades in math and science courses in elementary schools, but beginning in middle school there was a decline in females math and science scores, and in high school girls were not taking the challenging advanced placement math and science courses.

Chart Two: Percentage of girls proficient and advanced in CST in science grades 5, 8, and 9 from 2007 through 2012:



5

Chart One: Percentage of girls proficient and advanced in CST in mathematics grades 5,6,8, and 9 from 2007 through 2012:

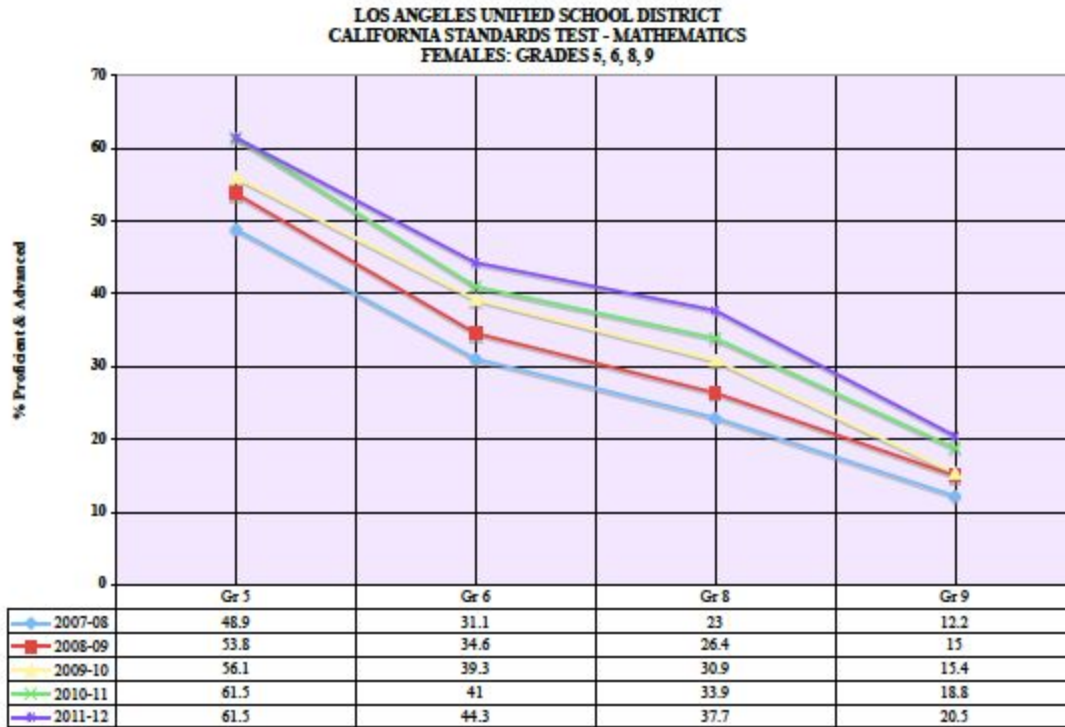


Chart Two: Math, Science and computer science advanced placement exams given and passed, by gender, 2011-12

LOS ANGELES UNIFIED SCHOOL DISTRICT
 ADVANCED PLACEMENT EXAMS GIVEN AND PASSED - BY GENDER
 2011-2012

Exam Name	# Exams Given - Females	# Exams Given - Males	Are More Males Taking AP Exams Than Females?: # of More Males than Females Taking Exam	% of 3s - Females	% of 3s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 3s	% of 4s - Females	% of 4s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 4s	% of 5s - Females	% of 5s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 5s
BIOLOGY	1152	940	-212	9.2	11.6	2.3	8.8	11.6	2.8	8.0	13.8	5.8
CALCULUS AB	1532	1649	117	13.3	14.3	1.0	9.1	12.1	2.9	9.7	15.9	6.2
CALCULUS BC	332	427	95	21.1	16.9	-4.2	13.9	15.9	2.1	35.8	47.8	11.9
CHEMISTRY	532	619	87	10.7	14.9	4.1	7.9	14.5	6.6	3.0	9.4	6.4
COMPUTER SCIENCE A	43	128	85	11.6	13.3	1.7	11.6	17.2	5.6	4.7	14.8	10.2
PHYSICS B	206	353	147	16.0	20.7	4.7	11.2	16.5	-0.7	1.9	5.1	3.2
PHYSICS C: ELECT & MAG	34	83	49	29.4	20.5	-8.9	23.5	14.5	-9.1	5.9	18.1	12.2
PHYSICS C: MECHANICS	105	253	148	25.7	14.6	-11.1	16.2	20.6	4.4	5.7	17.8	12.1
STATISTICS	603	527	-76	16.9	19.9	3.0	11.4	10.4	-1.0	3.8	6.3	2.4

Additional research revealed that across the country there is a need for females, particularly females of color to broaden the perspective in and gain employment in the lucrative science, technology, engineering and math (STEM) fields. According to the National Science Foundation (2015) there will be a shortfall of 500,000 engineers and scientists in the next decade in the United States. Only 22% of the STEM workforce is female, and of those only 4% are women of color. By looking at the gender achievement and participation gap in LAUSD and the need for women in the STEM workforce, the founders of GALA realized that this single gender school could fill a needed role in LAUSD by providing a clear pathway to college and career for girls, particularly girls of color, interested in STEM.

It took several years passing through internal reviews, legal examination and the writing of a proposal for an all boys school (Boys Academic Leadership Academy), but finally in April, 2015, the proposal for GALA was unanimously voted in by the Los Angeles Unified Board of Education. The school was slated to open in August, 2016. LAUSD made the decision to co-locate GALA on the campus of Los Angeles High School (LAHS), a school with declining enrollment rates allowing for available space for GALA to commence and expand. Los Angeles High School is a large urban high school located in mid-Wilshire area of Los Angeles. It serves a predominantly Latino (81%) low income (85% Title 1) population coming from south and west of the school. Although GALA is co-located at LAHS, the students do not generally come from the surrounding area, instead through an application and approved permit process, students come from 79 zip codes in the Los Angeles area, including 5 students on inter district permits from Glendale, Culver City and Inglewood school districts. Transportation is not provided, so many families have formed car pools or students take public transportation to attend this unique school model.

The original enrollment plan in the proposal was to commence with 100 sixth grade students and grow each year for seven years to have 700 enrolled students in grades 6 through 12. This plan was modified by then Superintendent Ramon Cortines to enroll 100 students in 6th and 100 students in 9th grades, effectively building a middle school and high school at the same time, and growing by two grade levels per year to be full SPAN 6th through 12th grade by 2020 (year one grades 6 and 9; year two grades 6,7,9,10; year three grades 6-11, year four grades 6-12) This is the first time this kind of growth and expansion has ever been attempted in LAUSD. The founder and main author of the proposal, Liz Hicks was approved to be the principal of the school in August 2015 and was given a year to plan the school, including restructuring the physical plant (converting classrooms to a main office, and cleaning a neglected building), recruiting faculty, recruiting students, building a relationship with the host school, and building school community partnerships. Ms. Hicks was the only staff member for the first year. Ms. Hicks visited over 40 middle schools and elementary schools around the city as well as neighborhood groups and afterschool programs to recruit families for the opening year. This resulted in a first year enrollment of 100 girls in the 6th grade with a waiting list of 150, and 58 enrolled in the 9th grade. In 2017-18 the enrollment is 110 in 6th grade, 107 in 7th grade (waiting list of 250 for the middle school), 55 in 9th grade and 46 in 10th grade. Enrollment in the high school has remained problematic due to the lack of a graduating class with college matriculation statistics. For the 2017-18 school year Ms. Hicks with parents and students visited 45 schools, school fairs, and public events to recruit students. GALA also hosted 10 school tours on its campus including a Saturday tour with over 600 families. The admissions process includes an application through the GALA website(to denote interest in the school) and a lottery process. Applications are accepted from September 1 until January 1, and decisions are given by letter to prospective family in March. In April a registration day is held where all registration materials are completed. For three days prior to the school year new grade level students and parents are provided with a GALA orientation.

Demographics:

Enrollment by grade level:

School Year	Total	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
2016-17	158	100	X	X	58	X	X	X
2017-18	340	110	107	X	55	46	X	X

“Feeder” School Demographics

School Year	Number of Feeder Schools	Zip Codes	Public LAUSD + LAUSD Charter and magnet	Public out-of-district	Independent Charter	Private/Independent
2016-17	51	49	79%	10%	8%	3%
2017-18	112	79	68%	16%	12%	4%

Note: as an aside, GALA is unique in during a time when LAUSD is losing enrollment, the GALA school model is drawing former LAUSD students back from charters and independent schools.

Growth plan:

Year one (2016-17) Grades 6 and 9

Year two (2017-18) Grades 6,7,9,10

Year three(2018-19) Grades 6,7,8,9,10,11

Year four (2019-20) Grades 6-12

There is a capacity enrollment of 100 per grade level for a projected total enrollment of 700 in 2020

Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)

School Year	American Indian Alaska Native	Asian	African American, not of Hispanic origin	Filipino	Hispanic or Latino	Pacific Islander	White, not of Hispanic Origin	More than one ethnicity
2016-17	1%	8%	23%	1%	37%	1%	24%	5%
2017-18	1%	8%	22%	2%	34%	2%	26%	5%

English proficiency

School Year	LTEL	RFEP	Reclassified within year
2016-17	5	32	2
2017-18	7	51	1 to date

Gender/age mix

Single gender all-girls school

Currently ages 10 through 16

Special populations

School Year	Special education, 100% general education
2016-17	7
2017-18	15

Mobility of students

School Year	Withdrawal
2016-17	25
2017-18	4 to date

Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.

SBAC Scores

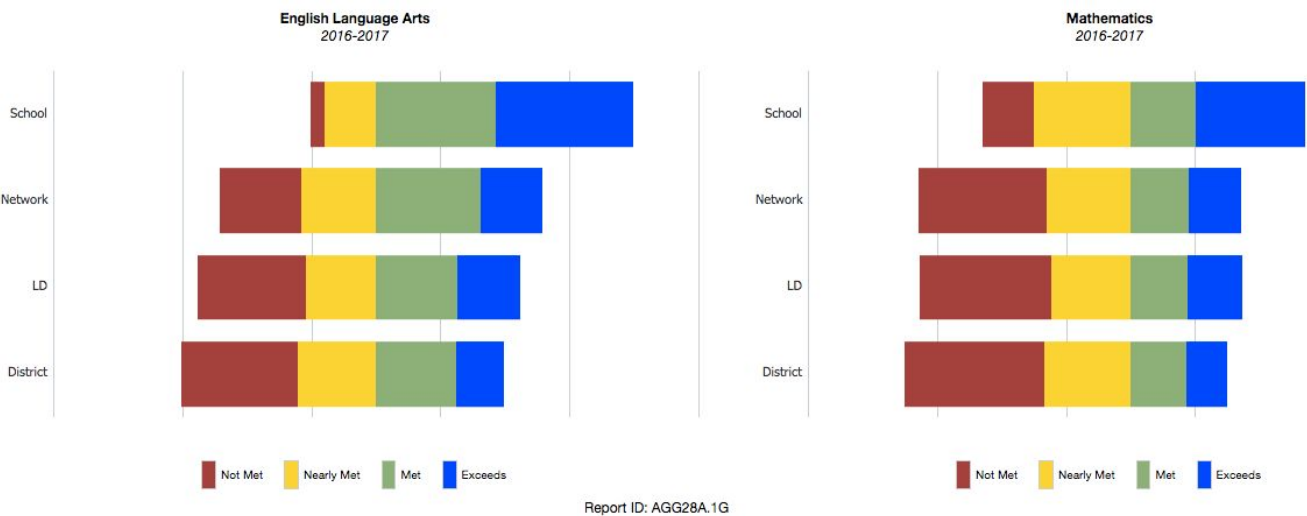
English Language Arts

School Year	Exceed	Met	Nearly Met	Not Met	Students Tested
2016-17	43%	37%	16%	4%	100 %
2017-18	----	----	----	----	----

Mathematics

School Year	Exceed	Met	Nearly Met	Not Met	Students Tested
2016-17	34%	20%	30%	16%	100 %
2017-18	----	----	----	----	----

SBAC Comparison with network of geographic area, Local District West (West area of LAUSD), LAUSD and State scores



SBAC Comparison with District and State

SBAC Meet or Exceed Standards	GALA	LAUSD	California
English	80%	39%	46%
Math	54%	26%	37%

Free and Reduced Lunch

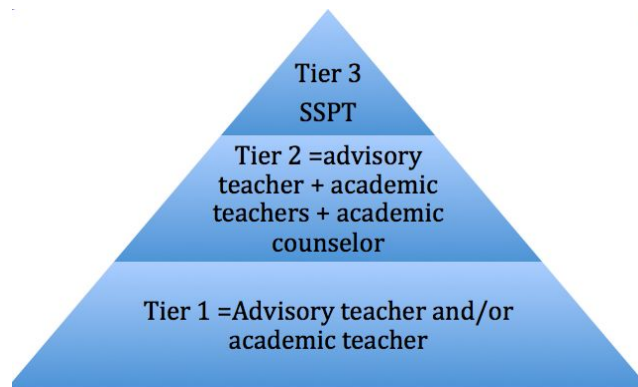
2016-17 58%

2017-18 TBD

Student follow-up

GALA has an advisory system. Between 15 and 20 girls are assigned an advisory when they enter the school. The same girls stay with the same teacher for the duration of the time they are at the school. For instance, if a student arrives in 6th grade they will stay in the same advisory with the same teacher through 12th grade. Advisories meet everyday for 30 minutes. There is an advisory curriculum including the sequential development of social emotional skill building, academic skill building and college/career awareness. Often through advisory, social emotional, family or academic concerns are identified. Secondly, teachers meet in grade level teams once or twice a month specifically to discuss student academic and social emotional progress. From those meetings counselors and administrators provide additional intervention meetings with the family or services as needed.

The LAUSD MyData system has a secondary alert system accessible to all teachers with many pieces of demographic and academic information to round out the picture of the students in their classes, which is accessed periodically by the grade level teams. Teachers are also given the list of accommodations recommended for each student on a IEP or 504 plan at the start of each semester. Additionally all teachers are Restorative Practice trained and are guided by GALA tier one and tier two practices designed by the school. The leadership team reviews grades at every 5 week grading period and discusses results with students. As a standards based grading and mastery learning school, targets and rubrics for meeting standards are examined in departmental meetings which occur minimally once a month. Tiers of intervention commence with Tier One Advisory teacher and academic teacher, then move to Tier Two advisory teacher, academic teacher and academic counselor and then the members of a team may recommend a Student Support and Progress Team (SSPT) meeting which includes other personnel such as school nurse, school psychologist and principal.



Is there anything that is unique or special about your school that is not addressed in this or other parts of this form.

GALA is the first all girls public school within LAUSD, and the only district all girls school in the State of California. As such, special legislation was put forward by our area state representatives,

Representative Sebastian Ridley-Thomas and Senator Holly Mitchell to allow for the single gender model. Assembly Bill 23 passed and was signed into law by the Governor in September, 2017. AB 23 requires additional scrutiny by LAUSD and California Department of Education, with a review process every 2 years. GALA is also full school academic mastery learning, standards based grading and growth mindset school.

Part III: The Criteria

Category A Organization

Vision and Mission

The vision and mission for the school was written by the original design group, and vetted by the LAUSD legal department due to the challenge of opening a single gender public school in the state of California. In the first month of operation, the vision, mission and core values of the school were vetted by the two parent organizations, FoGALA and School Site Council, as well as GALA's leadership class, which in spring semester became the first student government at GALA. At all Monday morning openings, the girls recite our core values to which they added *Honor*, based on our unique honor code.

Vision: Through a highly rigorous college preparatory curriculum, the Girls Academic Leadership Academy of Los Angeles (GALA) will provide girls with a clear pathway to college in the fields of science, technology, engineering and math (STEM). Girls will graduate from GALA with a strong, confident, and independent voice, with collaborative and compassionate leadership skills, and with a sense of self and community.

Mission: Recognizing that an achievement and participation gap exists in LAUSD between female and male students in STEM related disciplines; that women are underrepresented in STEM-related fields and careers; that a single-gender academy increases the diversity of California's public educational offering, and that research shows that an all-girls school has a significant impact on the academic achievement and self-confidence of young women, GALA will provide a highly rigorous college preparatory STEM-focused education in an all-girls environment based on voluntary enrollment that fosters academic excellence, ethical leadership, and intellectual curiosity. GALA instills the core values of excellence, leadership, and wellness throughout the school.

Core Values:

Excellence: Through research-based curriculum imbued with the best strategies for girls as learners, all students will be expected to challenge themselves and their peers to reach the highest level of intellectual curiosity and critical thinking.

Leadership: With leadership, ethical, and moral values embedded throughout the school, all students are expected to be courageous and compassionate leaders within their classroom, school, and community.

Wellness: Students are provided with curriculum, skills, and guidance in social-emotional intelligence, health, and wellness. They are expected to make responsible choices regarding their social, emotional, and physical health and the health and wellbeing of the school community.

Learner Outcomes

Based on the analysis of needs within LAUSD and the vision, mission and as stated in the GALA school proposal, GALA is addressing the following three areas of need for LAUSD:

1. 100% graduation and 100% college-going rates through the single gender model

At the time of the school opening, graduation rates for girls in LAUSD were 70%. College articulation rates are not currently measured by the District. Research shows that all-girls schools graduate students at a higher rate than co-educational schools. GALA was designed using elements from The Young Women's Leadership Schools (TYWLS) of New York and Texas which all have 100% graduation and 100% college articulation rates. Since the school only has 9th and 10th graders at this point, it is difficult to know what the outcome will be, however, at the end of the 2016-17 school year, 85% of students were on track for graduation and 87% of students were on track for A-G completion with a C or better grade. The goal for GALA is 100% graduation and 100% college admittance.

2. Sequential college preparatory math, science, and technology curriculum

The disparity of females taking advanced computer courses in LAUSD is corroborated by Jane Margolis in Stuck in the Shallow End: Education, Race and Computing (MIT Press, 2013), which found that in LAUSD enrollment in AP Computer courses was only 18% female. Female enrollment in AP Physics, AP Chemistry and AP Calculus courses also hover around 20%. By providing girls with a clear sequential pathway with support and encouragement, it is anticipated that more females would challenge themselves with AP courses. Because the first cohort of girls from 6th grade has not reached high school yet, it is difficult to anticipate success in this area, however based on our current high school students, 100% of girls take Exploring Computer Principles in 9th grade, and 100% of 10th grade are taking AP Computer Principles, 64% of 9th grade are taking AP Biology, and 45% of 10th grade are taking AP Chemistry. This is much higher than the rate of girls within the district.

3. Development of 'voice' and leadership skills for girls

In her book, Lean In (2013, Random House), author and *Facebook* COO Sheryl Sandberg identifies a dearth of women in leadership positions. Although women represent over 50% of college graduates, only 21 Fortune 500 CEOs are women, and only 14% hold executive officer positions. Some studies suggest that from a very early age, boys are encouraged to take charge and offer their opinions. These patterns persist into adulthood and are often internalized so that young women silence themselves and do not seek out challenging leadership positions. Ms. Sandberg wrote her book as a call to action: to help young women to retain their 'voice' and to provide better mentoring and leadership opportunities for women. The need for deliberately building leadership skills throughout the curriculum is underscored by this recent research straight from the tech industry..

In an all-girls school, the opportunities for leadership are increased as only girls can be in the position of leadership. However, the development of leadership skills is a conscious endeavor through first making the leadership class optional, so all members can learn the leadership skills needed for student leadership. Second, by infusing leadership opportunities through all classes by incorporating instructional methods, such as the use of speech and debate as part of instruction, as well as a mandatory Speech class in 9th grade. Additionally, advisory curriculum includes the development of voice and

leadership. Exposure to political leaders through partnership with local representatives, Senator Holly Mitchell, and Representative Sebastian Ridley-Thomas also increase the opportunities for informal leadership

School Site Council meets monthly to discuss support for student achievement. Based on the first year (2016) SBAC scores, GALA School Site Council has determined the following areas of need:

1. 100% graduation

Need to increase the graduation rate indicators (graduation requirement completion with grades of D or above) from 83% in 10th grade cohort to 100% by offering online courses for credit recovery and working as grade level teams for early identification and intervention of at-risk students

2. English Language Arts Proficiency

Although our SBAC scores (80% meet or exceed in ELA) and EL reclassification (33%) rates were quite high compared to the district average, we want to move from good to great and increase the students reclassifying and meeting or exceeding standards.. Additional training on Springboard curriculum for teachers to deepen Springboard practice and development of departments for vertical planning can assist in this process.

3. Mathematics Proficiency

Although our SBAC scores (55% meet or exceed in math) are higher than most schools in the state, we would like to see a much higher proficiency rate. Teachers will collaborate as a department and with the science department to increase math skills and hands-on experience with math.

Communication of Schools Purpose

The school purpose is stated in all publication materials (brochure, website, newsletter). Because this is the first all-girls public school in the state, it has garnered a great deal of press allowing for continued exposure of the mission and vision to the general public. FoGALA publications, including a Facebook page and advisory communication allow for continued exposure to the mission and vision of the school. Students recite the motto at every Monday morning opening. Students participate in a three day orientation prior to the start of the school year assisting new students with transitions into the new school and reminding returning students of GALA's core values. Every weekly faculty meeting begins with a meditation and focus on the mission and vision of the school. The leadership board for Friends of GALA (FoGALA), the parent organization for the school meets weekly with the principal to discuss goals for the school and to make sure the message to parents is consistent with the school's mission and vision.

Degree of Consistency

There is complete alignment between the vision, mission and learner outcomes. Stated in the mission is the need for a college preparatory STEM education for girls. All structures at the school are focused on developing the potential of each girl to become college ready, as well as develop their leadership and interpersonal skills. Although testing is an important instrument for success it is not a primary focus of instruction, instead all teachers focus on standards mastery, social emotional skills and leadership components, which is reflected in the instructional conversations and planning at grade level, departmental and school wide meetings.

Review Plan

Each semester the teachers collaborate together in a reflective process. Teachers discuss what curricular or operational areas we should continue, which should stop and which we need to expand upon more. From this initial reflection, discussion around our current initiatives leads us to make adjustments based on reflection. For instance, after the Fall semester, 2016 we realized that we needed to be more aggressive in addressing uniform violations and we instituted uniform checks. From this process, we realized that several of our Title One students only had one uniform. We were able to work with FoGALA to institute a uniform assistance program. Through reflection at the end of each semester, we are able to identify areas of strength and growth.

School Site Council meets monthly to discuss student progress towards collaboratively decided goals for students articulated in the school site plan. The development of School Site Plan is a collaborative data driven process which helps the school align budgetary decisions with goals.

FoGALA meets weekly with the Principal and monthly with parent membership to discuss ways to support the school vision and the needs of students at the school

Due to the legal requirements of AB23 there will be a review of the school every 2 years by LAUSD and CDE.

Supporting Evidence and Documentation:

- GALA School Plan
- School Site Plan
- GALA website
- GALA brochure
- Recording of Coffee with the Principal
- Recording of Opening ritual
- Agenda and Minutes from School Site Council Meetings
- Agenda from grade level and department meetings
- AB23

Achievements:

- Voting of twelve member school site committee, including parent, teacher, staff and student representatives within two months of existence as a school

- Collaborative writing of school site plan within first 5 months of existence
- Development of School Site Plan based on limited data, then immediately expanded once data became available (Grades and Interim Assessments)
- Development of rituals and processes to keep the vision and mission of the school at the forefront of the school community

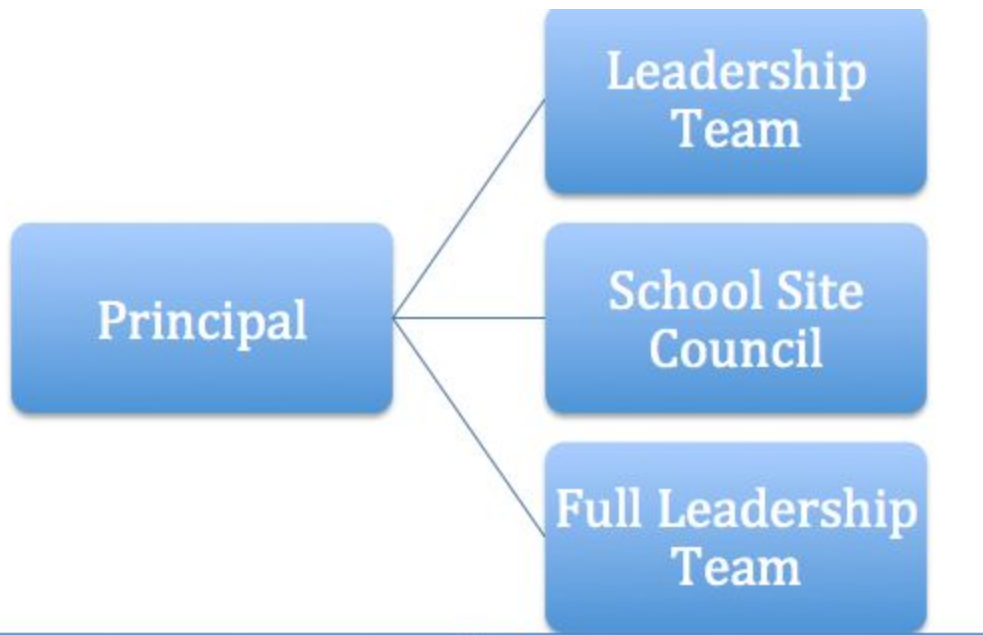
Areas for Improvement:

- Continue to expand rituals and processes to keep the vision and mission of the school at the forefront of the school community.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Governance Structure

GALA is a small school and as such has only one administrator, the principal. The principal is guided by the policies of LAUSD and the State of California. At the school level, the principal meets weekly with the leadership team consisting of two full time out-of classroom personnel (school academic counselor and Middle School College and Career coach/Title One coordinator). Included in additional biweekly meetings are the Testing coordinator and English Learner and Gifted coordinators (two teachers with periods off for coordinating). The principal sits on School Site Council and is responsible for implementing decisions made in those monthly meetings. In 2017-18 GALA has added department chairs for English/Social Studies, Science and Math, and those department chairs will be added to a monthly leadership meeting. Because It is a small school with only 14 in faculty many of these leadership positions overlap.



Alignment with Board Policy

GALA follows the state and federal guidelines for establishing a School Site Council (SSC) consisting of parents, students, faculty and staff to make decisions regarding school data and focus and funding

priorities particularly for Title One and categorical funding. SSC was established within two months of the existence of the school and includes 4 teachers, 3 parents, 3 high school students, 1 classified staff and the principal, as required.

Additionally, GALA is a school within Los Angeles Unified School District (LAUSD) and as such is accountable to the 2017 combined Local Control Accountability (LCAP) combined with the Every Child Succeeds Act (ESSA) plan and new indicators (2017) for the district. This includes academic indicator for ELA and mathematics (SBAC test scores), English Learner progress, chronic absenteeism metric, graduation rate, suspension rate, and college and career readiness. GALA as the first single gender public school in the state of California has additional accountabilities through AB23, signed into law in September 2017, requiring reviews every two years as well as a final review in ten years.

GALA’s mission and vision are aligned to the “District on the Move” five district goals including

1. 100% graduation

100% graduation metrics	District Goal	GALA Data (2016-17)
ELA - SBAC Meet and Exceed	47%	80%
Math - SBAC Meet and Exceed	37 %	55%
Algebra 1 completion by 9th grade	83%	97%
3.0 or above cumulative GPA	43%	79%
SAT or ACT completion	61%	N/A however 100% completion of PSAT for 9th and 10th grade
Student self report they plan to attend college	94%	100%

2. Proficiency for all

Proficiency for all metrics	District Goal	GALA Data (2016-17)
Reclassification of English Learners	20%	33%
Students on track for A-G with C or above	48%	87%
Percentage of AP test takers with a qualifying score of 3 or	40%	One test taken so far- AP Biology over ½ the girls took it

above		in 9th grade, 17% compared to district average of 11%
ELA - SBAC Meet and Exceed	47%	80%
Math - SBAC Meet and Exceed	37 %	55%

3. 100% attendance

Attendance metrics	District Goal	GALA Data (2016-17)
Percentage of students attending 172-180 days	73%	78%
Percentage of students with chronic absences	11%	8%
Percentage of staff attending 96% or above	76%	89%

4. Parent, community and student engagement

Parent, community and student engagement metrics	District Goal	GALA Data (2016-17)
Percentage of students who feel a part of their school	85%	95%
Percentage of parent/caregiver responses	60%	83%

5. School safety

School safety metrics	District Goal	GALA Data (2016-17)
Percentage of single student suspension rates	.4%	0
Instructional days lost to suspension	6,097	0

Role of the Board

The LAUSD School Board provides policies which affect all schools in the District. The District Superintendent and Central District staff are tasked with developing District policies (Bulletins, Referendums and informatives) based on policies voted on by the School Board and for suggesting new policies for the school board. The Local District leadership is divided into two areas, Operations and Instruction. The leadership and support staff of the Local District inform schools of policies through school leadership, primarily the principal and assistant principals. The principal is responsible for interpreting for staff and implementing the policies by providing professional development and distributed leadership through department chairs and other personnel at the school site to implement LAUSD policies.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

LAUSD through the Local District continually monitors the LCAP and ESSA accountabilities. Due to changes in the accountability system, professional development with principals has started for Fall 2017, and will continue through Spring, 2018. A new dashboard through the MiSiS student information system, Focus, will launch in December, 2017 to provide ease in access to accountability data. Principals will monitor this data monthly and base 2018-19 school site plans and funding priorities on the accountability data.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Conflict resolution is governed by differing processes, all based in restorative practices used across the district. Most teachers belong to United Teacher Los Angeles (UTLA) and most administrators belong to Associated Administrators Los Angeles (AALA). These organizations work with constituents to provide conflict resolution or, as needed, representation.

Supporting Evidence and Documentation:

- District LCAP/ESSA priorities - District on the Move campaign
- Agenda and minutes for SSC
- AB23
- Agenda and minutes for Leadership team meetings

Achievements:

- Opening GALA
- Establishing a full representative SSC within 2 months of opening
- Establishing SSC monthly meetings and importance of making school data driven decisions in those meetings
- Establishing a leadership team
- Establishing department chairs in the second year of existence
- Providing avenues for all teachers to contribute to school decisions
- Passing AB23 in the first year of GALA

- Having high marks on most accountability systems in first year

Areas for Improvement:

- Awareness with teachers and school community of new state accountability measures
- Training on schoology and focus data systems for teachers to assist with transparency for parents

43. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

School Site Council: A priority for GALA leadership in year one was to get a School Site Council (SSC) up and running. As such, within the first month of operations, letters were sent to parents regarding SSC elections. Elections were held among the faculty, student body and parents and by October, 2016 a full twelve member council was seated (3 parents, 3 high school students, 4 teachers, 1 non-teaching staff member, and the principal). At the October meeting, elections were held for officers and additional bylaws were adopted. The SSC makes all the categorical funding decisions for the school. Additionally, SSC reviews school data as it becomes available to determine targeted support. In GALA's first year the data available were interim assessments and grades. Based on discussions of school needs, SSC formed two subcommittees, one on emergency procedures and safety and the other one on technology.

Friends of GALA (FoGALA): The FoGALA organization started primarily as a fundraising arm for GALA, as there were so many additional budgetary needs for the school that were not funded by the district. It quickly evolved into a major leadership organization for the parents at the school. FoGALA consulted with the principal and developed a four year budgeting plan, and discusses major issues at the school during the weekly meetings with the principal.

Student Government: Student government originally began as an elective class during the first year of operations. During the first few months the students wrote the constitution and initiated elections. Although officers were elected, there are still representatives at large in the elective class. In the first year student government was primarily concerned with starting activities such as clubs and events (mathletes math fair, Halloween haunted house, library development, etc.). Student government is evolving as a leadership structure with a leadership class this year initially developing the tenets of leadership and evolving into a cohesive group looking at school activities budget and school data.

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

The initial GALA plan was designed by a collaborative process and that process permeates the school. Teachers, principal, counselor, MSCC coach, clerical staff, custodial and security staff work together to support students and families to provide a safe and clean school, innovative curricular model and social emotional services. Although achievement is measured in traditional standards (grades, test scores) of equal importance is students social and emotional well being.

Additionally teachers have been involved in designing and refining major policies for the school including homework policy, uniform policy, and honor code. There is a collaborative master schedule process, which begins with student needs (A-G requirements, STEM requirements, elective requirements) and includes teacher preference. All teachers are invited to participate in the process which takes place in the Spring semester of the school year. Additionally any major instructional or personnel changes are discussed with the faculty. All faculty are invited to participate in the interviews

for new faculty, and have been active participants in designing the requirements for employment above the LAUSD requirements, listed on the website. Teachers are also invited to participate in the bell schedule design process, which must be built collaboratively with the host school.

Teacher participate in professional development, faculty, departmental and grade level meetings in conjunction with the principal, MSCC coach and counselor. During these meetings student success indicators and social emotional health indicators are discussed from the school, department, grade level and individual student frame. Action plans are developed that may be addressing individual, grade level, departmental or school wide issues.

Practices, such as community circles are used in both advisory and academic classes to address social emotional or academic issues. This has become such a common process that students themselves will sometimes request to “circle up” when they see issues developing in a class or in advisory.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

Communication between faculty, staff and administration is primarily handled by email, informal meetings and the weekly professional development/faculty meetings. The principal sends out an email the Friday prior to the Monday meeting with the agenda and schedule of special events for the upcoming week. Because it is a small staff, communication is less formalized than in a larger school setting.

Communication between the school and parents is primarily handled by a weekly email with calendar and announcements from the school and FoGALA. A parent volunteer group and the principal compose the newsletter each Friday. Information is also distributed to parents through a Friends of GALA Facebook page and My School Anywhere email. Parents may review student level information through Schoology, the online grading platform used across the school. The school has a policy that all emails and phone calls must be answered within 48 hours. The predominant mode of communication is email but some teachers use various texting platforms such as class dojo Once a month the Principal holds a Coffee with the Principal meeting which is live streamed to parents who cannot attend. Emergency announcements and vital information are sent through a LAUSD BlackBoard connect system to emails and phone numbers provided to parents on their emergency contacts. Parents also participate in twice a year parent conferences, Back to School night and Pi day Open House.

GALA is a growth mindset school. This is true for more than just students. Faculty, staff and parents also are learning and growing as the school grows. Resolving differences is done on a regular basis through collaboration on all levels. Professional development sessions and faculty meetings focus on both intervention and best professional teaching practices. Restorative justice practices and community building circles are part of the frame of the school and are used in academic classrooms as well as advisory.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

The GALA school plan was initially conceptualized by a group of parents, educators and community members. The process continues through the continual development of additional community and business partners, the development of a solid FoGALA organization and a strong and representative School Site Council.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

The teachers and administration consistently meet to review both District level and school level student data through grade level and departmental meetings. Data is examined for immediate intervention and long term planning. Teachers have agreed to holding additional assignments (EL coordinator, Gifted coordinator, department chairs, testing coordinator) at the school. Their perspective as classroom teachers, as well as messaging to other staff, are invaluable when discussing schoolwide accountability.

Supporting Evidence and Documentation:

- Original School plan
- School Site Plan
- Leadership Team agendas
- Professional Development/Faculty meeting agendas
- Collaborative Master schedule and bell schedule planning agendas and materials
- Newsletter sample
- Email sample
- GALA website
- Friends of GALA Facebook page sample
- Focus Dashboard sample

Achievements:

- formation of SSC within two months of opening
- formation of Friends of GALA prior to opening
- leadership team members and development
- relationship with surrounding community businesses and neighborhood organizations prior to opening
- collaborative intervention through teachers
- A-G awareness for teachers
- Standards based learning/ mastery grading as a schoolwide practice
- Development of departments, grade level integrated projects and beginning of vertical planning

Areas for Improvement:

- Deeper understanding by faculty of district and state accountability and their role in that
- Continued refinement of standards based rubrics
- Continued development of vertical planning by department
- Continued training on schoology and focus systems

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

GALA has doubled in size in students and faculty from year one to year two (150 students to 320 students; 7 faculty to 14 ½ faculty) and this growth will continue through year four (2020) when the school will be full span grades 6 through 12. Because of this growth, it is important to make sure that starting with the teacher application process, the potential candidates are aware of the demands of this unique school above and beyond the district requirements and UTLA contract requirements. The teacher qualifications were developed collaboratively by the seven first year teachers and are posted on the GALA website for prospective applicants. The qualifications include:

- ★ teaching multiple courses with different preparations
- ★ Act as teacher/advisors, working with social emotional skills of students in a daily advisory
- ★ Have experience with or willing to learn mastery learning and standards based grading practices, the core of the schools instructional practices
- ★ Have a growth mindset, and institute as part of the instructional practices
- ★ possess strong classroom management based on restorative practices
- ★ work in collaborative and grade level teams
- ★ be willing to lead clubs, activities or coach sports
- ★ be eager to be part of a collaborative team providing innovative approaches to single-gender education
- ★ eager to be part of a community working with parents as partners and participate in frequent communication with families (bilingual in Spanish or Korean a plus)
- ★ participate in professional development on select Saturdays or during vacation
- ★ hold a valid California teaching credential in the subject area in which you wish to teach
- ★ Masters Degree or higher a plus

All teachers are invited to participate in a collaborative master schedule process where based on anticipated enrollment, A-G and GALA requirements, sections are anticipated for the next school year, and a matrix is developed. From this matrix based on student needs and GALA requirements, teacher needs for the next year are anticipated. In January/February, after the collaborative master schedule process faculty openings are posted on the GALA website. Teachers are actively involved with recruiting and interviewing teachers as a team. During the interview process, teachers emphasize to prospective applicants the unique needs and demands of the school. The principal offers teachers positions based on the recommendation of the collaborative interview team.

Once hired, teachers go through an introductory discussion with the principal and participate in summer professional development on social emotional learning, standards based/master grading and growth mindset. Teachers also participate in the three day orientation prior to the start of school where they meet their students and begin the process of orienting students to the school through advisory.

At the start of year two of the school, we realized that a more formalized process of initiating new teachers to the school would be necessary. Teachers were invited to new teacher meetings lead by the principal and the original seven teachers to further the orientation of new teachers. The development of academic departments has also assisted with the orientation process. Additional professional development and coaching by the MSCC coach has assisted in the orientation of new teachers.

The current staff includes:

Staffing at GALA

Year	Position	Amount	BA	Credential	Masters or higher	From District budget	From School Budget
2016-17	teaching	7	7	7	6	7	0
	RSP teaching	0	0	0	0	Itinerant	0
	academic counselor	1	1	1	1	.5	.5
	Middle School College and Career Coach	.5	1	1	1	.5	0
	Title One Coach	.5	1	1	1	0	.5
	Clerical	1	n/a	n/a	n/a	1	0
2017-18	teaching	14	14	14	12	13	1
	RSP teaching	.5	1	1	0	.5	0
	academic counselor	1	1	1	1	.5	.5
	Middle School College and Career Coach	.5	1	1	1	.5	0

	Title One Coach	.5	1	1	1	0	.5
	Clerical	2	n/a	n/a	n/a	2	0

Because GALA is so unique and has such an ambitious growth plan, it will be important moving forward to develop a faculty handbook and more formalized summer induction program as well as the development of a buddy system between older and newer teachers.

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

GALA is a LAUSD school and is subject to the LAUSD employment policies and procedures. The additional qualifications for teachers at GALA (listed above) are posted on the website. Interview questions are developed using the LAUSD template and questions designed by the teachers at the school. Teachers and principal collaboratively interview and suggest teacher candidates for hire. Teacher candidates must be vetted through the LAUSD employment process.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Several policies and procedures were determined by the initial planning committee. Once in operation, teacher input has changed and deepened many of the policies. The honor code policy, the uniform policy and the cell phone policy were all written collaboratively by the faculty, staff and administration. These three policies are given to parents/students during the registration process and must be signed by both as a registration requirement. Teachers review these policies with their advisory during summer orientation and refer to them within advisories and academic classes as needed. The homework policy has been collaboratively developed by the teachers but is not widely distributed and will be further refined for publication.

GALA leadership team and faculty uses the collaborative design approach of its policies through research base, experience and practice i.e. development of tiers of intervention, homework policy, integrated projects and common grading rubrics.

Grade level meetings, as well as School Site Council sub committees including the Safety committee and Technology committee, are all comprised of a representation of stakeholders, including teachers, other staff members including administration, parents and students. Information from these meetings are shared via faculty meetings, Coffee with the Principal, GALA website and the school’s newsletter.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

As a LAUSD school, GALA is required to participate in the United Teachers Los Angeles (UTLA) contract which specifies the use of the Teacher Educator Growth and Development (TEGD) cycle as the method of formal observation across the district. This online program allows for collaboration between principal and teacher on effective teaching practices. The cycle begins with reflection by the teacher, identification of teaching standards that the teacher wishes to work on in the upcoming year, as well as district mandated standards to review. The teacher and principal decide on a mutually agreed upon standard area of growth as well. The principal visits classroom initially as growth visits which are documented and then participates in a formal evaluation visit which is scripted and documented in the Truenorthlogic digital platform. The teacher and principal evaluate the formal observation together and the principal rates the teachers practice. Teachers are evaluated every two years with new or probationary teachers evaluated every year. Of the seven teachers last year, four were evaluated. Of the fourteen teachers this year, ten will be evaluated. Because there is no assistant principal at the school, the principal is responsible for the entire formal evaluation process.

GALA is in the initial stages of instituting peer review and coaching. This process will allow teachers to observe each others classrooms and act as coaches by grade level, department and as peer mentors. Subject and grade level teacher mentoring and observations serve as a means for planning, aligning curriculum, and supporting instruction as well as building the collaborative nature of the teaching practice.

The Middle School College and Career coach (MSCC coach) is a new district position. GALA was given a halftime position based on enrollment. Responsibilities included in this position include supporting instruction and ensuring our at-risk students in middle school are prepared for A-G courses and will be successful in graduating college and career ready from high school. The coach collaborates and partners with the local district and school site instructional staff including teachers, school personnel, parents, and the community to ensure data-driven, results-based support services and programs are provided for all at-risk students. The College and Career Coach is primarily responsible for identifying achievement gaps, utilizing multiple data points for early alert data to inform intervention and support, assisting the roll-out of English Language Arts (ELA)/ English Language Development (ELD) and providing a bridge of support as at-risk students transition into high school.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Professional Development and collaborative planning time for departments and grade level teams is a priority for the school. Teachers meet weekly on Monday mornings for professional development (students have a late start). Professional development is collaboratively developed, and teachers participate in the planning and delivery of the professional development. Most of the Title One funding is dedicated to professional development and tutoring hours. A priority in the budget is to pay for additional positions to support teachers (this year an additional teaching position and half time counseling position were funded through salary savings), keep class size low and provide supplies and paid planning time for teachers. Another important item in the budget is conference fees and substitute time to allow teachers to attend professional conferences to deepen their teaching practice.

Summarize the current process to determine the measurable effect of professional development on student achievement.

Our professional development focuses on student success by providing training and collaboration in standards grading practices including creating common rubrics. Teachers are in the process of developing vertical planning of standards and processes. Use of particular curriculum (college prep math and springboard English) help to develop a common thread throughout the departments. Effective standards based grading practices and use of interim assessments show measurable results of these two practices as our grades and test scores improved across all departments but particularly in math and ELA.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Teachers at GALA are expected to teach many preparations and course topics. For all core academic subjects, teachers are teaching within their subject area. For some elective classes teachers are teaching within their area of expertise, but may not be their initial training. There is only one teacher teaching slightly outside of the subject area, math. She is teaching a course in Exploring Computer science and she participated in an intensive training institute in the summer with professional development opportunities through the school year.

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

GALA 2017-18 Master Schedule

Teacher	A&B Day Advisory	A Day Period 1	A Day Period 3	A Day Period 5	B Day Period 2	B Day Period 4	B Day Period 6	A & B Day Period 7
C. Brown Multi-subject Room 406 1	7th	SH & Reg English 6AB (1)	SH & Reg WLD: Ancient Civ (1)	Elective wheel Explore Crafts	English 6AB (3)	WLD: Anc Civ (3)	Conf	Adv ELD MS 6 & 7 & Book circle
R. Agamegwa Multi-subject Room 505	7th	English 6AB (2)	WLD: Ancient Civ (2)	Gifted & EL Coordinator	English 6 (4)	WLD: Anc Civ (4)	Conf	Journalism MS ELD HS

2								
Michele Widener 6 th grade (Math) Room 5073	7th	CC Math 6 (3)	CC Math 6 (4)	Algebra 2 Pre-Calculus	Conf	SH & Reg CC Math 6 (1)	CC Math 6 (2)	Mathletes (6 th)
Kelsey McFadden 6 th grade (science) Room 4054	7th	Science 6 (4)	Science 6 (3)	Elective Wheel Intro Marine Science	Conf	Science 6 (2)	SH & Reg Science 6 (1)	Environmental science (6 th & 7 th)
John Landa (Computers) Room 4045	6th	ECS (9 th athletes)	Conf	6 th Elective wheel Intro Computers	AP Computer (10 th)	Exp Com Sci (9 th)	AP Computer (10 th)	Robotics HS
Marian Tell- (PE/Dance) Gym 6	10th	Adv PE 1 9th Adv PE 2 10th	Beg Pe 7th	Beg PE 7 th Adv PE 1 (9 th)	Intro PE 6 th	Conf	Intro PE 6th	Adv Dance MS & HS
Brig Tratar ELA 9 th /10 th Room 4227	9th	English 10 SH English 10	English 10	Conf	English 9 SH English 9	English 9	Speech (9 th)	Filmmaking/News Broadcast

Ashley Fernandes (Math) Room 3728	10th	Conf	ECS 9th	Geometry 9 th & 10 th	Algebra 1 & Sheltered 9th	Algebra 1 9th	Geom 9 th & 10th	New Media (Yearbook)
Liz Keilty (Biology) Room 3719	9th	7 th Science	AP Bio 9th	SH Bio Bio 9th	7 th Science SH 7 th Science	7 th Science	7 th Science	Conf
Emilie Hill (Chemistry) Room 37710	10th	Testing	Testing	Conf	AP Chemistry 10th	Chemistry 10th	Health 9th	Explore Science (Engineering) (MS)
James Harpole (History) 11 Room 421	6th	AP World 10th	World 10th	7 th grade Med Mod History	7 th grade Med Mod History	7 th grade Med Mod History	7 th grade Med Mod History	Conf
Nancy Villalon (Spanish) 12 Room 502	9th	Spanish 1 7th	Spanish 1 7th	Spanish 1 7 th /10th	Conf	Spanish 1 10th	Spanish Spks 2 7 th /10th	Spanish 1
Warlick (English 7) 13 Room 504	6th	English 7 SH English 7	English 7	Elective wheel Explore Theatre	English 7	English 7	Conf	Leadership
Twaijiri (Math 7) Room 50614	6th	Acc Math 7	Conf	Math 7	Math Tutorial Lab 8	Math 7 SH Math 7	Math 7	Robotics MS

RSP Room 500	-----								Learning Center 2 days a week
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GALA Bell Schedule (Modified Block-alternating A day B day)

Monday (Late Start for professional development)

Time	A Day	B Day
9:15 – 10:00	Advisory (Assembly/BIC)	Advisory (Assembly/BIC)
10:00 – 10:05 (5min)	Passing	Passing
10:05 – 11:25 (80 min)	Period 1	Period 2
11:25 – 11:30 (5 min)	Passing	Passing
11:30- 12:50 (80 min)	Period 3	Period 4
12:50-1:20 (30 min)	Lunch	Lunch
1:20 – 1:25 (5 min)	Passing	Passing
1:25 – 2:45 (80 min)	Period 5	Period 6
2:45 -2:50 (5 min)	Passing	Passing
2:50-3:15 (25 min)	Period 7	Period 7

Tuesday through Friday

Time	A Day	B Day
8:15 – 8:45 (30min)	Advisory (BIC)	Advisory (BIC)
8:45 – 8:50 (5 min)	Passing	Passing
8:50 – 10:20 (90 min)	Period 1	Period 2
10:20-10:25 (5 min)	Passing	Passing

10:25-11:55 (90 min)	Period 3	Period 4
11:55-12:25 (30 min)	Lunch	Lunch
12:25-12:30 (5 min)	Passing	Passing
12:30-2:00 (90 min)	Period 5	Period 6
2:00-2:10 (10min)	Wellness Break	Wellness Break
2:10-2:15 (5 min)	Passing	Passing
2:15-3:15 (60 min)	Period 7	Period 7

Describe any use made of regularly employed instructional assistants.

There is one full time assigned special education aide who provides push-in services to the 15 resource students following a scheduled designed by the Resource specialist to meet the needs of the students as required in their IEP.

Describe any regular use made of community volunteers.

There is one part-time community representative at the school paid for by Title One funds. As a Spanish speaker, her primary responsibility is to communicate with spanish speaking parents and assist families with access to the school.

Other community volunteers assist with enriched curriculum at the school:

- Institute for Classical Architecture - guest teaches 8 sessions on classical architecture within the 6th grade ancient civilization course
- SPARK - a program instituted by Mayor Garcetti’s office in collaboration with HNTB providing girls with hands-on engineering experience provided by city engineers
- A community member/part-time Integrated Student Specialist volunteers with extra-curricular activities and special events

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

In 2016 the school started with seven teachers, one part time counselor and a principal for 160 students (1:22). In 2017, there are 14 general education teachers, one academic counselor (half paid by district/half paid by school site), one out of classroom coordinator (½ Title One paid for by title one funding ½ MSCC coach paid for by the district) and one ½ time Resource Specialist teacher for 340 students at the school. The teacher to student ratio is 1:24.

Provide the information regarding support or classified staff.

In the 2016-17 school year, LAUSD provided the school with one School Administrative Assistant. That position was closed by the school site to provide funding for SAA hours for payroll through the host school, a senior office tech position, and to use the remaining funds to provide a full time instead of halftime academic counselor.

For 2017-18 the school has a full time School Administrative Assistant, a senior office tech, and a part time financial manager (shared with another school)

Additional Supporting Evidence and Documentation:

- Teacher Qualifications on GALA website
- Agendas for collaborative Master Schedule process
- School year and summer PD agendas
- Orientation schedule and PD agendas
- Notes from departmental and grade level meetings on student progress (remove student identifying info) and vertical planning

Achievements:

- hiring highly qualified and committed staff
- teacher involvement in hiring and training 2nd year staff
- collaboratively developed and creative bell schedule
- collaboratively developed master schedule based on student needs
- establishment of departments in second year
- vertical planning
- rich PD schedule with teacher led PD

Areas for Improvement:

- development of faculty handbook
- development of more formalized induction process
- development of buddy system between new and returning teachers
- increase time for collaboration
- publication of homework policy

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Resources are initially provided by LAUSD based on enrollment and LCAP funding formulas. Additionally, GALA receives funding through Federal Title One funds. In the 2015-16 year LAUSD provided start up funds in the form of salary for the principal of the school to open the school in 2016-17. In 2016-17 LAUSD provided additional funding for initial office and teacher supply start up costs. Through further requests from the principal, the district funded one computer for each of the 7 initial teachers hired and one laptop cart for students. For 2017-18 LAUSD provided some additional funding for one computer for each of the newly hired teachers.

The gap between the district funded formula and the needs of a new start up school are vast and have largely been met by creative funding at the school site, allocation of Title One Funding to positions and professional development and through grants, fundraising, donations of materials/equipment and help of parent funding through FoGALA. Between teacher, coordinator, and principal initiated grants, and Go Fund Me campaigns, as well as donations to FoGALA the school has raised an additional \$160,000 to fund a makerspace room, one on one computing in year one (short 150 year two) and money for special instructional programs including Level Up Village and robotics. FoGALA and the principal have designed a four year plan as additional funding needed for the school

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

The Principal, School Site Council, and leadership team (EL coordinator, Title One coordinator, testing coordinator, MS College and Career coach, and counselor) are primarily responsible for making the budgetary decisions at the school site. The Principal and SAA work with district level financial coordinator to make sure the budget is balanced and funds are spent appropriately. Teachers are included in many budgetary decisions through department and faculty level discussions of spending priority.

Explain the impact the process for the allocation of resources has made on student learning.

All budgetary decisions are made with the frame of providing a rich instructional program, providing a pathway for young women to the creative and lucrative STEM fields. To that end budget is focused on providing additional teachers, additional teacher professional development time, funding a full time school counselor, and providing resources for the classroom. The effect of smaller class size due to additional teaching positions allows each teacher to know the strengths and area of growth for each student and allows for more concentrated individualized learning plans within the classroom. Providing additional funding for PD for collaboration and development of standards based learning processes is reflected in our growth in SBAC scores. Finally allocation for hands-on science labs, computer science experiences and maker space provided experience for students to excel in the STEM fields.

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

The Principal and SAA work with district level financial coordinator to make sure the budget is balanced and funds are spent appropriately. The District has clear guidelines through policy bulletins for maintaining accurate records of funding expenditures and uses a centralized budget process for payroll and expenditures. Additionally in year two, the district provided a half time financial manager who primarily works with student body funds and running the student store. The financial manager reviews policies and procedures for student body funds, works with the leadership teacher and athletic coaches and regularly provides financial accounting to the principal and LAUSD fiscal department.

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

In the 2015-16 school year, the principal and LAUSD facilities worked together to refurbish a neglected building by providing clean up of the building and transformation of two classrooms into an open office space. The parents and teachers worked together to get paint donated to paint the interior of the school and provide school branding. Community organizations have helped to plant green space areas. Fencing was provided by the district at the request of the parents and principal and has privacy panels provided by the parents. There were no bathroom facilities for students, so a temporary bathroom was provided with plans to build a J building, or permanent bathroom building approved by LAUSD.

In 2016-17 GALA opened with an office space and classrooms. Three classroom spaces were later converted into a middle school library, a student store/textbook room and student meeting room. There were no science laboratory classrooms in the first year of operation. The temporary bathrooms remain an issue.

In 2017-18 GALA added three lab classrooms and three bungalows from the main campus of LA High to its campus. Teachers and parents cleaned and painted the additional classrooms. The temporary bathrooms are still on the campus, and despite numerous requests has not provided the school with any plans for adding the bathroom building, although funding was allocated and plans approved for this facilities project.

In 2018-19 GALA will add approximately 7 additional teachers and will need additional classrooms and storage areas. The principal's of both schools are starting to plan for further expansion into the host school and for continuous space and security concerns. .

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

Additional equipment and technology has been acquired primarily through fundraising, donations and FoGALA donations. The policies and procedures from LAUSD to start a new venture is woefully inadequate. The need for additional personnel including additional counselor, additional teachers, and an assistant principal as well as additional technology for a startup school with this mission was clearly articulated in the school plan but has not been followed by LAUSD. The gap between the items needed and the funding provided remains large despite the fact that the school, by bringing back many former LAUSD students has generated thousands of dollars of additional revenue to the school district in the form of additional ADA.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

GALA uses Title One and general fund resources to add additional professional development for teachers in the summer, attendance to professional conferences, and support of infrastructure such as counselor time. Additional money comes from grants and is fund raised for professional experiences and conferences.

Supporting Evidence and Documentation:

- School budget allocation
- Title One budget allocation
- Agendas for leadership and PD meetings re budget
- SSC meeting agendas
- Financial managers report
- FoGALA fundraising plan
- Grant writing meeting agendas

Achievements:

- Fundraising and grant writing major funding for technology
- School community beautification efforts
- Growth and expansion of use of the facilities
- Development of student store and study body funds accounts and procedures

Areas for Improvement:

- Need for and follow through on the part of LAUSD to provide J Building
- More assistance from LAUSD for positions and start up funds
- Follow through with additional needed positions from LAUSD based on additional general funds generated GALA through ADA
- Increase collaboration in use of facilities agreement with LA High school

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Category B
Standards-based Student Learning: Curriculum



EXCELLENCE

Category B
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

Curriculum and college/career standards

GALA students complete and surpass the current LAUSD California State University A-G requirements. Currently the LAUSD graduation requirements for the class of 2017 and beyond consist of passing the minimum University of California/California State University A-G requirements with a D grade or better. Girls at GALA are required to complete the A-G requirements with a C grade or better and have additional requirements for graduation that exceed the A-G minimum requirements.

Comparison: LAUSD Graduation Requirement, A-G Minimum College Entrance, GALA Requirement

Requipient	LAUSD	A-G	GALA
A -History/Social Studies	3 years: 10th grade World History 11th grade United States History 12th grade one semester Economics, one semester Government	2 years: 1 year world 1 year US or ½ year US and ½ year civics	3 years; 10th grade World or AP World 11th grade US or AP US 12th grade Economics/Government or 1 year AP Government, ½ year Economics
B - English	4 years: CC 9th grade CC 10th grade 11th grade American Literature and Contemporary Composition 12th grade one semester English elective one semester	4 years sequential English courses	4 years: CC 9th grade CC 10th grade 11th grade American Literature and Contemporary Composition or AP English Language 12th grade one semester Women’s

	Expository Composition		Literature and one semester Expository Composition or AP English Literature
C- Mathematics	3 years including Algebra and Geometry	3 years including Algebra and Geometry	4 years through Calculus or Statistics
D- Science	2 years - one physical, one biological	2 years - Chemistry or Physics and Biology	4 years 9th -Biology or AP Biology 10th -Chemistry or AP Chemistry 11th - Physics, AP Physics 1 or Biomedical Technology 1, 12th AP Physics 2, AP Environmental Science, or Biomedical Technology 2
E- Language other than English (LOTE)	2 years same language	2 years same language	7th grade - Spanish 1 or Spanish Speakers 1 8th grade - Spanish 2 or Spanish Speakers 2 High school -Spanish 3, AP Spanish Language, AP Spanish Literature
F- Fine Art	1 year same fine art	1 year same fine art	1 year same fine art
G - College level elective	1 year	1 year	1 year
Computer science	no requirement	no requirement	9th grade Exploring Computer Science 10th grade AP Computer Principles 11th grade AP Computer Science

Based on the vision of providing a clear pathway to college in the STEM fields, GALA’s curriculum is focused on STEM engagement, success and rigor. Although primarily STEM focused, due to valuable input from the field, particularly from professionals in the computer science, gaming and engineering fields and input from UCLA computer science department, and USC Viterbi School of Engineering, there is also a focus on a rich English Language Arts (ELA) curriculum.

English Language Arts

In Middle School, girls are provided with Springboard pre-Advanced Placement (AP) curriculum in English Language Arts. This curriculum provides a wide variety of experiences in reading, writing and oral expression that lead to student success in AP English Language (11th grade) and AP English Literature (12th grade). Additionally, GALA has been approved for the AP Capstone sequence of courses AP Seminar (11th grade) and AP Research (12th grade). AP Capstone allows students to develop independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.

Common Core Math

Common Core Math at GALA is anchored by teachers the majority of whom are Math for America trained and incorporate growth mindset teachings of professor Jo Boaler of Stanford University. The curriculum used is College Preparatory Math which allows for rich classroom discussions on math practices and procedures while refining standards based learning. Girls are purposely not grouped in 6th grade as heterogeneous grouping works best for skill development and deepening at this grade level. Acceleration may begin in 7th grade with Accelerated math, an LAUSD approved course that allows for grades 7 and 8 standards taught in one year while Algebra 1 is taught in 8th grade. A second chance for acceleration in math occurs in high school, where students can accelerate by taking two math courses at the same time or by taking honors advanced math after completing Geometry which combines Algebra 2 and precalculus into one course. All students at GALA complete four years of mathematics in high school culminating with AP Calculus AB, the entry level course for most engineering, computer science and physics college pathways, or AP Statistics, which will prepare the girls for research in STEM or humanities.

Sample mathematics pathways grades 6-12

6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
CC 6th	CC 7th	CC 8th	CC Algebra 1	CC Geometry	Honors Advanced Math	AP Calculus AB or AP Statistics
CC 6th	CC 7th	CC 8th	CC Algebra 1 and CC Geometry	CC Algebra 2	CC Pre Calculus	AP Calculus AB
CC 6th	CC 7th	CC 8th	CC Algebra	CC Geometry and Algebra	CC Pre Calculus	AP Calculus

				2		
CC 6th	CC 7th	CC 8th	CC Algebra and Geometry	Honors Advanced Math	AP Calculus AB	AP calculus BC
CC 6th	Acc CC 7th	CC Algebra 1	CC Geometry	CC Algebra 2	CC Pre Calculus	AP Calculus AB
CC 6th	Acc CC 7th	CC Algebra 1	CC Geometry	Honors Advanced Math	AP Calculus AB	AP Calculus BC

Next Generation Science Standards

Next Generation Science Standards (NGSS) at GALA taught by teachers who are NGSS trained and incorporate rigorous use of hands-on laboratory experiences. In Middle School, students follow a sequence of courses including Earth Science, Life Science/Health and Physical Science providing the foundation for the four years of required science in high school. Our science department bases how we teach concepts on the 8 science and engineering practices (NGSS):

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The science sequence includes

9th grade	Biology	AP Biology	
10th grade	Chemistry	AP Chemistry	
11th grade	Physics 1	AP Physics 1	+ Elective in Biomedical Engineering 1
12th grade	Physics 2	AP Physics 2 or AP Environmental Science	+ Elective in Biomedical Engineering 2

Computer Science

Computer Science at GALA consists of an introductory class in 6th grade, followed by elective opportunities in 7th and 8th grade. All 9th graders are required to take the UCLA designed Exploring Computer Science elective (a “G” college course), and all 10th graders are required to take AP Computer Principles. Students may advance to AP Computer Science in 11th grade.

Language Other Than English (LOTE)

Middle School girls complete their A-G requirement of Language Other Than English (LOTE) by taking Spanish 1 and 2 in 7th and 8th grade. There will be opportunities for students to continue their language study in high school with AP Spanish Language and AP Spanish Literature or online courses in other languages.

Anchor Projects and AP Capstone

Anchor projects are developed by collaborative grade level teams for each grade level culminating in a final research project in 12th grade. GALA has just been approved by the College Board to offer the SAP Capstone series of two courses in 11th and 12th grade allowing seniors to graduate with a capstone research project before entering college. Anchor projects allow for multiple means of assessing progress through the standards. Integrated curriculum projects through ELA, Math, science, and history in the 6th, 7th, 9th and 10th grades focus on project based learning that applies to real life applications. Every teacher in each grade level meets to design and plan the project, each contributing in their respective subject matters. The integrated project culminates in a grade wide presentations to peers, entire grades, classes, faculty and at times parents.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

Collaborative Curricular Design

GALA promotes a collaborative curriculum design. Teachers collaborate by grade level and subject area to design technology infused, project-based, thematic curriculum. As teachers design and refine the curriculum, they develop common rubrics for each grade level. Departments have recently formed and are participating in vertical planning and sequencing of skills. In addition, teachers work together to establish effective instructional strategies and develop several strategies that will be cross-curricular.

Collaboration and Data

GALA faculty utilizes grade level and department meeting time to examine curriculum design and student work. Student’s five-week progress grade reports and SBAC testing data in ELA and math help guide targeted areas of need to focus on. Other subjects areas support the improvement progress. . ELA and math departments meet and discuss Interim Assessments, CELDT and Smarter Balanced assessments to help plan curriculum relevant to targeted goals in the departments. ELA and math shares student testing data with teachers in other subjects areas. ELA teachers collaborate with history teachers who have agreed to focus on listening and speaking standards in support of targeted ELA areas of growth. Department chairs provide professional development on effective Standards Based mastery grading and instructional strategies. Teachers participate in professional development on student data,

academic interventions, Kagan cooperative learning techniques, Springboard strategies that increase rigor through higher order questioning and Common Core strategies with informational texts.

Teachers meet in departments and grade levels and develop common rubrics and themes. Teachers collaborate to develop best teaching practices utilizing grade level meetings to discuss pacing, planning and implementation of integrated projects. The online Springboard curriculum and other resources are accessed by ELA teachers in planning. In department meetings, Math teachers are moving towards developing common rubrics for mathematical practices. Teachers refine mastery learning and standards based grading processes through collaboration, conference attendance and department meetings. Teachers are also starting to observe teachers in their respective departments to develop a toolbox of best teaching practices.

GALA teachers attend professional development that focuses on Standard Based Mastery, College Preparatory Mathematics strategies and integrating technology in the curriculum through use of the Makerspace--GALA's project production room. Projects developed in the Makerspace are shared with classes and teachers from different subject areas. Additionally, through the Trainer-of-Trainers model teachers and staff conference attendees deliver PD to faculty through Professional Development time on the strategies learned at the College Board and National Coalition of Girls Schools conferences, as well as district trainings.

In the first year, the idea of integrated projects and grade level themes were introduced. Faculty embraced the grade level themes suggested by the Springboard curriculum as drivers of the curriculum in grade level. Integrated projects were coordinated and established through many meetings of grade level teams. Both the 6th and 9th grade teams designed projects integrating English, math, science and history. The students understood the concept behind the integrated projects and gained a deeper understanding of both hidden figures in American society in the 9th grade and inventions that changed societies in the 6th grade. Students in both grade levels understood the real life applications of knowing how the project was integrated in each subject area. For instance in math they had to find statistical research to back up their thesis the created in English.

Reflection and Refining

The principal, MSCC coach, and department chairs facilitate and monitor professional development opportunities for teachers and staff to assess student progress by identifying program successes and areas for concern. At the end of first and second semesters the GALA faculty together reviews the programs and curriculum in a reflective process. From this reflection, the staff then decides collaboratively to expand, change or cancel programs that fit the curriculum and vision of the school. Traditional assessment of success such as performance assessments, grade evaluation, and standards are evaluated, and the non-traditional is discussed. The collaborative and challenging atmosphere helps each teacher become the best at his/her craft.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

Graduation requirements are provided by district policy, and change based on new district policy and state requirements. The graduation requirements for GALA include additional courses above the district required and A-G minimum college entrance requirements. These requirements were written into the school plan approved by the school board, however, review and evaluation of the school's curriculum, programs and policies are done through various collaborative decision making groups on campus such as School Site Council, the leadership team, department meetings and faculty meetings.

The A-G pathway was developed in the original plan as a rigorous pathway providing girls access to STEM college majors. Since inception, teachers have refined some of the requirements, for instance adding the AP Computer Principles as a requirement and Biomedical Technology as an elective pathway. GALA follows the College Board policy of inclusion by not requiring prerequisites to AP courses, instead offering realistic descriptions to students and providing assistance through office hours and AP Readiness sessions offered by LAUSD on Saturdays at UCLA. AP Readiness sessions provide course specific supplemental instruction and workshops with peers.

Additionally, GALA principal and counselor provide training to faculty and teachers to address A-G and GALA graduation requirements. The counselor provides training on Individual Graduation Plans and meets regularly with students and parents to give information on college and internships.

Student data around assessments, attendance and 100% graduation are reviewed and discussed at grade level and faculty meetings. The homework policy initially developed by the faculty, is reviewed and adjusted by grade level and course load. Likewise the Standards mastery based grading policy is reviewed during faculty, grade level and department meetings. If there needs to be a change made to the policy, the idea can be brought by any level of the staff.. Through collaborative meetings the grade level teachers decide what adjustments to make to the homework and standards based grading policies.

The current plan for credit recovery is Edgenuity. Edgenuity is a program that helps students regain credit they lost due to earning D/Fs. Currently GALA has nine girls who are not on track for graduation. In addition to credit recovery, the MSCC coach and counselor provide support for at risk students and families by meeting with the teachers, parents and students to place interventions in place before the student falls too far behind.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

GALA students do not generally come from the surrounding area, instead through an application and approved permit process, students come from 79 zip codes in the Los Angeles area, including 5

students on inter district permits from Glendale, Culver City and Inglewood school districts. GALA also hosted 10 school tours on its campus including a Saturday tour with over 600 families.

Feeder School Articulation

GALA is open to anyone as long as they reside within LAUSD boundaries. GALA is an application school, therefore there is no direct feeder elementary or middle school for enrollment. Recruitment has to be done every year. GALA principal with the support of parents, students and staff articulate to as many as 45 elementary and middle schools, in addition to high school church fairs and neighborhood events to give informational presentations about the school. This is done in an effort to disseminate information to potential GALA student applicants and their parents.

Local College Articulation

As part of the research process for GALA, the planning team met with USC Viterbi School of Engineering, UCLA School of Computer Science and Harvey Mudd University to develop a clear pathway for girls towards STEM college majors. During this consultation, the additional A-G courses were developed as graduation requirements for GALA. Due to the initial conversations, an ongoing relationship exists with these schools as well as Mount Saint Mary's University. Through the math department at Harvey Mudd, GALA was connected with Math for America teachers who were hired at the school. Through USC Viterbi, students have access to Women in Science and Engineering activities, and through the UCLA School of Computer Science, a computer science teacher was hired.

In 2016-17 girls attended field trips at USC, Mount Saint Mary's University, Cash for College and heard presentations from Spellman, University of Pennsylvania, and UCLA school of Anesthesiology.

In 2017-18 girls attend field trips at US, Mount Saint Mary's, Cash for College, and more field trips and college recruitment visits and are scheduled for Spring semester.

GALA currently offers dual enrollment courses after school through a relationship with Los Angeles City College (LACC). Dual enrollment courses offer credit for high school and college and enrich the curricular offerings for the school. LACC offered Art History to our students Fall semester and will offer Introductory Art to our students in Spring. More courses will be planned for 2018-19.

The District has only allocated a half-time academic counselor for GALA. The academic counselor provides academic and social emotional counseling, Individual Graduation plans to all students, A-G presentations to students and parents, college articulation meetings, develops relationships with colleges, provides PSAT and SAT testing among many other duties. GALA has funded the second half of the position both years, however it is evident that a second counselor will need to be funded as the school grows in enrollment. This will not be provided by current district norm charts, therefore GALA is writing grants to assist with funding.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under “other classes.”

List the courses for which there is a written comprehensive and sequential documented curriculum.

English Language Arts

Courses: Common Core English 6, Common Core English 7, Common Core English 8, Common Core English 9, Common Core English 10, American Literature/Contemporary Composition or AP English Language (11), Expository Composition/Womens Literature or AP English Literature (12).

Curriculum: The English department uses the college ready curriculum, Springboard starting in the 6th grade. Based on GALA current student population, 6th, 7th, 9th and 10th grade English teachers follow the Springboard Curriculum. The Springboard curriculum adopted in middle school is aligned to the common core standards and has been shown to improve achievement and access by underrepresented students to college readiness skills and advanced placement success. The curriculum, approved by LAUSD, will assist girls in the highly academic high school program including numerous opportunities to take and succeed in AP curriculum.

Mathematics

Courses: Common Core Math 6, Common Core Math 7, Common Core Math 8, Accelerated Math 7/8, Common Core Algebra 1, Common Core Geometry, Common Core Algebra 2, Honors Accelerated Math, Pre Calculus, AP Calculus AB, AP Calculus BC, AP Statistics

Curriculum: The math department uses the district approved College Prep Math (CPM) curriculum. CPM offers problem-based, student-centered curriculum embedding the mathematical practices within lessons focused on big ideas and mathematical connections. Currently, accelerated math is offered in the 7th grade. GALA is moving towards becoming a Math for America school, currently two of the three math teachers are trained in Math for America.

Computer Science

Courses: Introduction to Computer Science, Exploring Computer Science, AP Computer Science Principles, AP Computer Science

Curriculum: Computer Science follows LAUSD approved curriculum from UCLA school of computer science providing sequential computer science skills from computational problem solving, computational thinking, web design, coding, programming, data analysis to elements of robotics and automation.

Science

Courses: Earth Science (6), Life Science/Health (7), Physical Science (8), Biology or AP Biology (9), Chemistry or AP Chemistry (10), Physics or AP Physics 1(11), AP Environmental or AP Physics 2 (12), Electives include Biomedical Technology 1 & 2, environmental science, marine science.

Curriculum: All teachers are trained in next Generation Science Standards (NGSS) and uses NGSS aligned hands-on curriculum , Lab Aids as well as district provided curricula for each grade level that focus on engaging student in science and engineering practices through inquiry based strategies and investigations. GALA girls take science every year with multiple science elective options, and opportunities for AP level courses in the high school sequencing.

Social Studies

Courses: Ancient Civilizations (6), World History, Medieval Modern (7), United States History (8), World History or AP World History (10), United States History or AP United States History (11), Government/Economics or AP Government (12)

Curriculum: Social Studies uses District adopted textbooks and curriculum materials and supplements with Stanford History Project materials. A new District adoption for high school history texts is slated for 2017-18.

Dance/Physical Education

Courses: Beg PE (6), Int Pe (7), Intro PE (8), Adv PE 1 (9), Adv PE 2 (10), Tennis, Basketball, Swim, Adv Conditioning, MS Dance, Dance Production

Curriculum: The full time dance/p.e. teacher provides a rich curriculum in physical education concepts and dance movement aligned with the LAUSD standards for dance and physical education. An advanced dance and choreography class is offered as an elective. A full school dance recital is held at the end of each semester. Per LAUSD policy, students passing the fitnessgram standards at the end of 9th grade can delay their second year of physical education to anytime during the three remaining years of high school. In 2017-18 GALA was granted CIF status and is incorporating three CIF sports after school: Tennis, Basketball and Swim. Athletes in these sports can gain PE credit by taking the sport during 8th period and participating in fitnessgram training off season in a conditioning class. A second physical education teacher will be added Spring 2018.

Music/Art

Music and Art are infused through the English and History curriculum. For high school students, dance or LACC classes fulfil the A-G fine art requirement There are plans to hire a music teacher in 2018-19 and an art teacher in 2019-20.

High School Courses currently offered (or planned) at GALA

Planned courses are in italicized.

History/Social Science: World History/AP World History, *United States History/AP United States History, Government/Economics/AP Government*

English: Common Core English 9, Common Core English 10, *American Literature/Contemporary Composition or AP English Language, Expository Composition and Women's Literature or AP English Literature*

Math: Algebra 1, Geometry, Algebra 2, *Honors Advanced Math, Calculus, AP Calculus AB, AP Calculus BC. AP Statistics*

Science: Biology/AP, Chemistry/AP *Physics 1/AP, Physics 2, AP Environmental Science, Biomedical Technology 1, Biomedical Technology 2*

Language: Spanish 1, Spanish 2, Spanish 3, Spanish for Native Speakers 1 and 2, *AP Spanish Language, AP Spanish Literature*

Physical Education: PE, Athletics

Elective Courses: Dance, Speech, Engineering, Robotics, Film, Yearbook, Environmental Studies,

Middle School

6th Grade CORE English/History, CORE math/science, PE, Advisory

English: Common Core 6th grade, 7th grade, *8th grade*

History: Ancient Civilizations, Medieval/Modern, *United States*

Math: Common Core Grade 6, Common Core Math 7 or Accelerated Math, *Common Core Math 8/Algebra 1*

Science: 6th grade Earth science, 7th grade Life Science, *8th grade Physical science*

Language Other Than English: Spanish 1, Spanish for Speakers 1, Spanish 2, Spanish for Speakers 2, Spanish 3

6th grade core electives: Cultural Geography, Creative Writing, Marine Biology, Introduction to Computers

PE: Dance, Dance Company

Other elective classes: Broadcast, Yearbook, Journalism, Book Club, Robotics, Engineering, Mathletes

List the graduation requirements of the school, if applicable.

- 3 years History (World, United States, one semester Economics, one semester Government)
- 4 years English Language Arts
- 4 years Mathematics
- 4 years Science (minimum one physical, one biological)
- 2 years Language Other Than English (LOTE)
- 1 year Fine Art
- 2 years computer science
- 2 years Physical Education
- 1 semester Health

- 1 semester Speech

Additional Supporting Evidence and Documentation:

- Integrated Curriculum Grade Level Project Plans
- GALA Homework Policy
- A-G Graduation Requirements Presentation
- GALA Sequence of Classes

Achievements:

- Collaboration to develop A-G and AP courses
- Relationship with LACC to offer after school dual enrollment classes
- CIF approval and start of CIF sports program
- Active involvement by students and teachers in AP Readiness courses
- Establishment of core English, math and science departments
- School wide mastery learning and standards based grading
- Full time academic/college counselor funded partially by the school
- Leadership team of college counselor, MSCC coach, testing coordinator, Gifted and EL coordinator assist with assessing student data and supporting student learning and intervention
- Successful integrated curriculum projects in 6th and 9th grade year one, planning for all grade levels in each successive years
- Grade level themes based on Springboard curriculum
- Office hours provided by all teachers to assist students in both remediation and enrichment

Areas for Improvement:

- Due to aggressive growth plan, integration of new teachers into the unique learning and cultural aspects of GALA needs more thoughtful planning
- Time to further develop grade level integrated projects, grade level themes and vertical articulation within subject areas
- Time and training for teachers to further develop rubrics for standards based grading
- Additional technology for one-on-one computing and for advanced computer options

B2. Access to Curriculum Criterion: All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Access and equity are the hallmarks of GALA. All students participate in Individual Graduation Plans (IGP) yearly with the counselor to discuss career and college goals and pathways. The counselor also provides A-G training to students, teachers and parents. Advisory teachers use Careergirls curriculum within advisory to explore a myriad of careers and pathways to careers.

Post-Secondary Education Preparation

GALA has a full time academic college counselor who supports students and keeps all stakeholders, including parents, staff and students aware of A-G requirements and college information.

GALA’s curriculum includes a college advisory component. Through advisories and a designated college counselor, students begin planning their college pathway in middle school. Teachers incorporate college awareness and will eventually incorporate the application process through advisories in high school.

Field trips to colleges and universities are a part of building and encouraging GALA’s 100% college-going culture. Students take field trips to USC, UCLA, Mount Saint Mary’s College, and Harvey Mudd college among others. Financial planning through Operation Hope is part of the advisory curriculum as well, and high school students visit the Cash for College conference yearly. GALA is acquiring Naviance, a college and career exploration program that helps the students’ research information on their prospective colleges.

All 9th and 10th grade students are provided with free testing on the PSAT, and last year were provided with free testing for AP Biology. In 2018 free SAT preparation courses will be offered to rising 11th grade students.

Career Exploration

Career exploration is a part of GALA’s advisory class curriculum. GALA has adopted the Career Girls program. Career Girls is an online resource allowing young women to access information on careers available in a variety of career fields. Students can access information on the education required to enter the career, experience needed and potential earning power and salary.

Curricular field trips also have a career component, exposing young women to offices and environments to expand their learning experience and expose students to careers to STEM related careers. Field trips to Jet Propulsion Lab, Aerospace Corporation, YouTube, Google, LAX, and the Mosk LA federal court among others expose girls to potential career pathways and opportunities.

GALA hosted the Million Women Mentors on its campus in 2016-17 providing many guest speakers and mentors from around the state. Additionally both state representatives, Senator Holly Mitchell and Representative Sebastian Ridley-Thomas have adopted the school, providing STEM and leadership mentors from government offices. Additional guest speakers have included engineers from the high speed rail project, civil engineers from the City of LA, aerospace engineers from Aerospace corporation, doctors from UCLA and USC, bankers from City National Bank and game designers from several independent firms, among many other guest speakers.

The City of Los Angeles, through the Mayor's office has provided an afterschool curriculum where girls work on city design projects such as the metrolink and LAX redesign with city engineers. The culmination of the class for 2016-17 was to present before the Board of Public works a pocket park design.

The integrated projects also introduce a variety of careers and give the girls hands on experience with what those careers do on a daily basis. For instance, the 7th grade integrated project involves the students selecting a MD specialty and doing the research on what it takes to achieve this career, what this specialty will do on a daily basis, and actually do a case study.

Full access to AP curriculum:

One component of GALA's academic model is that there are no prerequisites for AP courses, all GALA students have the option of taking Advanced Placement courses starting in 9th grade with AP Biology. In GALA's first year 2016-2017, 50 % of 9th grade students chose to take AP Biology. In one year, we have seen an increase in enrollment of advanced placement courses. In the current 2017-2018 school year, 100% of girls take Exploring Computer Principles in 9th grade, and 100% of 10th grade are taking AP Computer Principles, 64% of 9th grade are taking AP Biology, and 45% of 10th grade are taking AP Chemistry.

Pre-technical Training

At GALA, technology is infused throughout the curriculum as an instructional strategy, including a focus on the use and design of technology, the use of peer-to-peer interaction, development of a community of learners, and real life projects. Students in GALA follow a sequence of computer courses starting in middle school that will culminate in AP Principles of Computer Design in high school. Many classes have a set of twelve Google Chromebooks, however there is a need for much more technology at the school. All classrooms were provided with Epson projectors through donations from that company and they are used daily. Schoology and Google classroom, Docs, Microsoft office, Socrates, Youtube and other web based programs are utilized in almost every classroom.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

Instructional practices and policy are based on providing student access and success. Standards based grading, mastery learning and growth mindset combined together create a school culture of “yet” meaning I haven’t learned the standard yet, but I will. GALA class size is well under the LAUSD norm and allows for differentiation within the classroom. All teachers provide office hours to assist struggling learners and provide enrichment opportunities. Collaborative learning is used in almost all classrooms and encourages girls to seek help from classmates as well as the teacher. Additional resources are provided by all teachers such as Khan Academy and Harvey Mudd tutoring phone lines. Teachers are beginning to use flipped classrooms where lectures and materials can be viewed on-line at the students own pace allowing for more access.

Resource students have push-in services which allow them full access to the curriculum with needed support. All teachers are aware of accommodations for Resource students and 504 students at the start of the school year. Teachers are also aware of the English Learners and recently redesignated English learners in their classroom and provide scaffolding for these learners. The English Language Development class is incorporated into a literary circle class so that students are receiving the extra instruction from the teachers but also accessing the class curriculum. Additional computer aided instruction is also offered for this group of learners.

Based on College Board recommendations of best practices for equity and access, GALA does not have any prerequisites for Advanced Placement classes, therefore any student can access the classes. As long as the student is determined to work hard and come in for office hours, we believe anyone can succeed in high level courses. All ninth graders are offered either AP Bio or regular Biology. All 10th graders are also offered either AP Chemistry or regular chemistry. This is the same approach we take for all our Advanced Placement classes, students are given options to choose the Advanced Placement classes in their education plan.

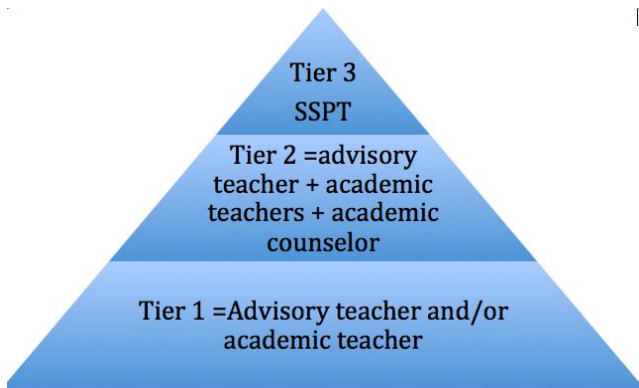
Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Individual Graduation Plans start in middle school. Individual Graduation plans are annual meetings between the counselor, parent and teacher where the course selection and college process are discussed and refined for each student. Course selection is done through the IGP process and also during the end of year choice process.

There are many mandatory classes for students at the school, but where decisions can be made, for instance for elective courses, students are given a choice with parent sign-off on the choices. The decision to change a schedule is usually initiated by the student and then made by the principal or counselor, depending on the circumstance. In the spring semester, the counselor visits all advisory classes and explains the required classes for the upcoming year. Students are then given a schedule scheduling and request form. Students then take the form home and fill it out with their parents, who in turn sign it and return it to the counselor. Parents and students alike have the option to schedule a meeting with the counselor to discuss their academic trajectory.

Academic Intervention

Tiers of intervention commence with Tier One Advisory teacher and academic teacher, then move to Tier Two advisory teacher, academic teacher and academic counselor or MSCC coach and then the members of a team may recommend a Student Support and Progress Team (SSPT) meeting which includes other personnel such as school nurse and school psychologist and principal.



Tier 1 - As part of mastery based learning, students are provided opportunities and/or additional assignments to demonstrate growth and proficiency and improve grades. Teachers are available for “office hours” where they meet with students to target instruction, review, and practice with individuals and small groups. Teachers meet in grade level teams monthly to discuss student progress and recommend interventions. The counselor, instructional director and principal are present for these meetings and may arrange for parent meetings with multiple teachers. Additionally the part-time RSP can assist with modifications to IEP that may be necessary.

Tier 2 - If the initial interventions are not working, or if students are not attending office hours, the counselor meets with the student and contacts the parent to develop a plan for intervention. Counselor may suggest additional services as well.

Tier 3 - If all interventions are not providing assistance with academic success a student success team meeting will be held to discuss if the student might need additional services.

In grade level meetings, individual student success plans for students at risk or in danger of failing are discussed and designed. Office hours and advisory teacher notification, and sometimes parent outreach, is the first level of academic intervention. Students with D’s and F’s are counseled and referred to tutoring via office hours.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

This is GALA's second year and our high school students are currently in the 9th and 10th grade. The first graduating class is in the year 2020. Our school is at the beginning stages of building relationships with colleges and other post-secondary options. We are currently building relationships with Mount Saint Mary's colleges, USC, Harvey Mudd and LACC to provide a pathway for GALA graduates to continue higher education. Also, outside organizations like the SPARK program and Architecture programs are showing our students careers outside of college.

GALA just adopted NAVIANCE, a college information and access program. The instructional team is in the beginning stages of learning the program.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Students will complete highly rigorous coursework including mathematics culminating with AP Calculus (seen as the entry point for any student entering a school of Engineering), four years of high school science courses, and a progressive sequence of computer courses. Electives allow for hands on activities and project based learning similar to collaborative design as in the workforce.

GALA students learn from an integrated curriculum. Math and science teachers meet, English, language and history teachers met to collaborate and plan. Students at GALA complete integrated curriculum projects learning real life applications through project based learning.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

At the five, ten and twenty week grading period, the Academic Success Team, including the Principal, MSCC coach and/or counselor pull data around student achievement, including grades and attendance. Students with D's and F's are counseled and invited to attend teacher's office hours to receive extra help in meeting the standards. After an indication that tutoring is needed via office hours, Parent notification is made by the teacher, counselor or community representative. Then if necessary and the academic success team decides, a SSPT process is initiated if needed.

Currently, Edgenuity is the online credit recovery program GALA uses to support students who have failed a core A-G class. Since this is the first semester GALA is using Edgenuity for credit recovery, we have no data to measure its effectiveness. There are nine girls who are currently accessing Edgenuity for credit recovery. In high school, Edgenuity is the credit recovery program for students who need to make up credits.

Supporting Evidence and Documentation:

- Advisory Curriculum Plan
- Edgenuity Roster and Plan
- IGP (middle and high school)

- RSP and aides schedule

Achievements:

- Providing full access to AP curriculum with AP Readiness support
- Standards based grading, mastery learning and growth mindset practices provide a culture of all students can learn
- Push in services for Resource students providing full access to curriculum
- Tiers of academic intervention process established
- IGP's completed
- Mentoring and presentations through Million Women Mentors
- On-going relationship with several colleges
- Relationship between school and state and city representatives providing mentorships and leadership

Areas for Improvement:

- Time and personnel to further develop mentorships and internships opportunities for students
- Time for teachers to continue to develop integrated career based projects
- Additional counselor needed
- Increase college presentations
- Prepare for college application process through advisory and English classes for 2020

Category C
Standards-based Student Learning: Instruction



LEADERSHIP



Category C

Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Through standards based grading, where students are grading on meeting standards, mastery learning where students have time to master the standards and growth mindset, allowing students to view learning as a continual growth, GALA is developing a school culture where all children can learn. Specific policies such as having homogeneous classrooms, providing push in resource services and having open access to all AP courses also allow for access to the curriculum for all. Tiers of academic and social emotional intervention provide scaffolding for students who might fall behind in the curriculum.

Standards Based Grading

Standards based grading begins with teachers and departments identifying key learning targets for their course. After identifying these key standards or learning targets, lessons and assessments are designed to show mastery of the standard. Teachers continually assess the mastery of standards both as a class and as individuals and move on as a class once the majority of students have reached mastery. If students have difficulty on a particular standard or learning target, they may attend office hours for additional instruction on that standard.

Mastery learning and mastery grading practices

Mastery learning and grading is a growth mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. It offers students and teachers an alternative to the restrictions and limitations of traditional instruction and grading. By refocusing grading, assessment, instruction and lesson planning on clear learning goals, and by implementing research based systems honoring individual learning styles, mastery learning and grading allows more students to succeed academically and ultimately to take charge of their own learning.

Growth Mindset

Growth mindset based on research from Dr. Carol Dweck from Stanford University is the concept that ability is not fixed but can be developed through hard work and dedication. A growth mindset allows students to continue to work hard to achieve learning targets, and see challenges as part of academic growth.

Instructional Practices: In addition to the culture and policies that allow for all students to learn, specific instructional practices are common in the school. Direct instruction is limited while purposeful groups, collaboration, project based learning, integrated projects, and student led presentations are instructional strategies used throughout the school.

Purposeful groups

Although purposeful groups are utilized throughout the school, the teacher led professional development on Kagen strategies has offered several different strategies to classroom teachers. Many teachers use flexible seating arrangements encouraging simultaneous round table, and other cooperative activities. All teachers employ think/pair/share and pairs checks, and many have developed class or subject area chants or songs as part of the instructional delivery.

Collaboration

Based on the best practices in the STEM workplace, collaboration is used in all classrooms. Students work together on assignments and projects, with even some assessments being designed as collaborative. Collaboration is modeled by teachers who work together to design integrated curriculum projects.

Project Based Learning

Hands on approaches from project based learning are incorporated into most classrooms. For instance in math courses ratio projects have students taking an object and either increasing it or decreasing it based on ratio formulas, then making models of those enlarged or decreased items. In science the use of LabAids curriculum provides hands on projects using the language of science standards to build models of science concepts or use labs to work on solutions to common environmental problems such as finding sources of freshwater. Computer science uses debugging software problems as real life examples of computer science principles. In Middle School English classes students use Level Up Village, a curriculum that pairs schools around the world around a common class to build global citizenship. In 2016-17 GALA had two classes. One in 9th grade was a class in web design. The students were paired with a school in India, and built websites together on world health issues. The 6th grade read the book I Am Malala and shared discussions regarding issues of girls and women's education and leadership with a school in Kenya.

Integrated Projects

Every student completes an integrated project in every grade level. Integrated curriculum projects between ELA, Math, science, language, computer science and history in the 6th, 7th, 9th and 10th grades focus on project based learning that applies to real life applications. Every teacher meets in their respective grade level teams to design and plan an integrated project. Each subject area contributes in the planning and pacing of the project. The integrated project culminates in a grade wide presentations to peers, entire grades, classes, faculty and parents.

Advisory Class

Every student is assigned to an Advisory teacher whom they will have the duration of their school experience at GALA. GALA's Advisory curriculum includes the sequential development of social emotional skill building, academic skill building and college/career awareness. Often through Advisory, social emotional, family or academic concerns are identified. Advisory curriculum includes the development of voice and leadership. Practices, such as community circles are used Advisory class to address social emotional or academic issues. This has become such a common

process that students themselves will sometimes request to “circle up” when they see issues developing in a class or in Advisory.

Additional topics addressed in Advisory are financial literacy, A-G and College information, internship opportunities, cyber-bullying awareness and other topics relevant to the advisory curriculum.

Architecture

The Institute of Classical Architecture teaches a class within the 6th grade Ancient Civilization class. The students learn about the elements of classical architecture from experts in the field, do a hands-on project and go on a field trip to see examples of classical architecture in their own community.

Mandatory and Voluntary Electives

There are many mandatory classes for students at the school, but where decisions can be made, for instance for elective courses, students are given a choice with parent sign-off on the choices. Students choose their 7th period elective through a schedule request form. Volunteer electives offered: Engineering, Robotics, Reading Club, Yearbook, Leadership, Journalism, Dance, Mathletes, Film-Making and Environmental Studies.

Mandatory electives include ECS, 6th grade wheel, and LOTE.

ECS - Exploring Computer Science is a class developed by the UCLA Department of Computer Science as an introductory class for students interested in preparing for AP computer science. This is a mandatory elective for our 9th grade class, and AP Computer Principles is the next class in the sequence, taken in 10th grade.

The 6th grade wheel consists of a sequence of four courses taught primarily by 6th grade core teachers that are ten weeks each, providing an introductory glimpse of elective possible for all students. The elective wheel includes marine science, introduction to computer, creative writing and cultural geography.

Middle School girls complete their A-G requirement of Language Other Than English (LOTE) by taking Spanish 1 and 2 in 7th and 8th grade. There will be opportunities for students to continue their language study in high school with AP Spanish Language and AP Spanish Literature or online courses in other languages.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

GALA teachers practice standards based grading and mastery learning practices.

Lessons and objectives are clearly explained to the students. They know what the expectation and outcome of each lesson should be. This helps tremendously with each student’s accountability as well as informs them about areas of deficit.

With standards-based grading, students see where they are as well as where they are expected to go. This helps them visualize the challenge and it becomes more concrete and attainable for most students.

Students and parents are informed of the expected standards through weekly newsletters sent by many teachers, or by viewing Schoology, our district's online grading platform.

The English Department has started a new process of grading based on the rubrics for English essays so that students see the exact standard they have improved upon and the ones they still need to accomplish.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

Our incoming students come from 112 different schools with varying degrees of academic preparation. Class size for 6th and 9th grade is kept relatively small (25:1) so that teachers have the time to differentiate within the classroom. Homogeneous grouping is used by design to allow the teacher to evaluate and for all students to progress through the curriculum. The small size combined with collaborative work and standards based grading/mastery learning assists teachers in meeting the needs of all of the students. Students are provided additional assistance or enrichment through voluntary attendance in teacher office hours which are provided before and after school by all teachers.

In 2016-17 teachers participated in professional development and were able to identify nine additional gifted students who had not been previously identified by LAUSD. In 2017-18 we continue to work on specific gifted strategies throughout the school and have designated a gifted coordinator.

In 2016-17 we had seven students with individual education plans (IEP) but did not have a Resource Specialist (RSP) teacher. LAUSD provided itinerant RSP services but it was difficult to meet the needs of the students. In 2017-18 we have 15 students with IEPs and a part time RSP. It is still difficult to meet the needs of RSP students without a fulltime RSP. Teachers are given specific student accommodations at the start of the school year and are active members of IEP teams.

In 2016-17 we had five English Learners (EL), two of whom reclassified at the end of the year. SDAIE strategies are used throughout the school, and there is a particular emphasis on writing, reading and speaking across all curricular subjects. By LAUSD policy EL's have an assigned elective course to strengthen English skills, however due to the small numbers, they are incorporated within a larger English elective. The interplay between English only (EO) and EL learners accounts for some of our progress with redesignation.

Through advisory and our tiers of intervention we address many social emotional needs of students particularly emphasizing the transition from elementary to middle school. However, through our discussions in intervention meetings we have initiated a particular study on trauma and are forming a study group around Fostering Resilient Learners, Strategies for Creative Trauma-Sensitive classrooms, that we hope will help inform our mindfulness practices and classroom management systems already in place.

Through a business/community partnership with Careergirls.org, girls in advisory view videos of women, particularly women of color, in a variety of non traditional careers. They participate in lessons designed to help them explore the careers, but also expand their view of themes such as integrity and respect in the workplace and life. Careergirls.org has devised parent lessons specific to GALA to expand the lessons to home.

Exposure to careers, a variety of workplaces and hands on learning are a focus for the school. As such girls go on many field trips each year and budget is set aside specifically for field trips each year. In 2016-17 girls visited Jet Propulsion Lab, Aerospace Corporation, Facebook, USC annenberg communications, UCLA genetics lab, STEM initiative among many others. In 2017-18 girls have visited Google, Mount Saint Mary's University, USC Women in Engineering, Cash for College, Aquarium of the Pacific. We are working towards connecting our grade level themes with the curricular field trips offered each year as we move forward.

All classes use technology throughout the school. All classes utilize PowerPoint, video clips, and other basic applications. All classrooms are equipped with a projector through a business partnership with Epson. Most science classes used flipped learning where lectures and important concepts are viewed at home and discussed or used as the basis for labs in class. English courses use applications such as wordle, youtube videos on grammar and vocabulary. Math classes use apps such as Socrative to work on challenge questions. All 6th and 9th grade students take computer science courses working in scratch to learn basic computer operations. In 2016-17 we raised almost \$50,000 in funds through grant writing, Go Fund Me initiatives and to have one on one computing by the second semester, however with our aggressive growth plan we now need to double our computers and are in another round of technology grant writing.

Our Maker Space was funded by a grant from LA2050, building the future of Los Angeles. The Makerspace equipment was acquired after consulting other schools and addressing the needs of teachers. Tools, edunio kits, 3D printer, Crickets and green screen/tv production equipment has been purchased. In addition to the purchased technology, we also have two donated Flight simulators and a donated 3D printer in the Makerspace.

Last year the Maker Space was used predominantly during the elective period, but this year it is more incorporated into regular classes and particularly the integrated curriculum, such as designing sugar molds through Spanish, science and math courses and 3D printing the molds. The science department chair has taken on the role of helping teachers integrate Makerspace equipment into their curriculum and it is still an ongoing process.

Two teachers and the Principal were trained by LAUSD through its Practitioner 2.0 initiative which integrates technology into classroom practice. This initiative should have provided a full time educational technology coach for the school, however this personnel has not yet been assigned to the school.

Supporting Evidence and Documentation:

- Integrated curriculum project descriptions
- Advisory schedule and themes
- Gifted student roster
- EL reclassification roster
- Field trip list
- Careergirls curriculum
- English Department rubric

Achievements:

- Development of integrated projects
- Development of advisory curriculum
- Identification of additional gifted students
- Reclassification of EL students
- Addition of additional curriculum to enhance the learning experience (Labaid, Level Up Village, Institute of Classical Architecture, SPARK)
- Careergirls partnership

Areas for Improvement:

- Need enough computers for 1 on 1 computing
- Better developed integration of Makerspace tools into the curriculum
- Time to continue to develop integrated projects and advisory curriculum
- Practitioner 2.0 personnel to assist with educational technology

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

GALA teachers are active learners who are interested in and keep current in the instructional methodology and multimedia. Although technology is limited currently, teachers do an amazing job sharing technology in order to provide this additional methodology of instruction. Currently teachers use projectors, document cameras, AppleTVs, iPads, and student Chromebooks. Teachers assign work through Schoology, Google Classroom, and Google Docs. Several teachers and the principal participated in Practitioner 2.0 training introducing new technology into the curriculum. Teachers lead professional development for their peers on standards based grading, use of schoology, use of Level up Village components, and the use of technological resources.

Conferences/workshops/training

Professional development and collaboration continues to be a focus when developing curriculum and grade level projects and themes. In the first year, GALA teachers and staff attended district Springboard, Schoology, and Mastery learning and practitioner 2.0 professional development. Several teachers attended Exploring Computer Science Training. Eight faculty members attended the National Coalition of Girls School (NCGS) Conference in Washington DC. Additional conferences attended by GALA team members are: College Board, National Science Teachers, and Math for America.

PD led by teachers

GALA professional development is influenced and planned around the needs of the students and the vision and mission of the school. Standards Based Mastery, Grade Level Intervention, Schoology, Advisory curriculum, Restorative Justice, EL and Gifted Differentiation, SBAC testing, Safety and Security and Kagan strategies are all professional development sessions led by teachers at GALA. Additionally in Spring, teachers are starting a book study on the trauma informed classroom to refine some of our social emotional learning practices.

Practitioner 2.0 training

Two teachers, the Principal and the MMCC coach attended LAUSD practitioner 2.0 training. The purpose of this training was to better integrate technology throughout the school. Schools that went through the training were promised a 2.0 position for a teacher leader to help teacher infuse technology through the school. This position has not been filled by LAUSD as of December 2017.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

In 2016-17 the small faculty collaborated together to form many academic policies and expectations. The homework policy, standards based grading practices, restorative justice practices, mastery grading and growth mindset policy all came from teacher collaboration. Teachers assisted each other with these policies and practices primarily through common planning and professional development time. Additionally, a science teacher took on the role of coaching other teachers on use of the Makerspace, a math teacher coached on Kagen strategies and two teachers familiar with standards based grading coached other teachers on formation of rubrics and use of the grading system. Mid way through the first semester LAUSD granted the school a half time MSCC coach position. The MSCC coach is a new position provided by the college and career division of LAUSD to assist middle schools with academic and intervention strategies to make sure students are ready to finish 8th grade and graduate from high school. GALA choose to fund the other half of the position through Title One funding and is able to have a full-time out of classroom teacher/coordinator to assist teachers with instruction and focus on student intervention.

In 2017-18 there were enough faculty for English/History, math and science departments to form and begin planning vertical alignment of standards and course sequencing. In the second semester teachers will begin peer observations by department and refining best practices through peer observation. The MSCC coach collaborates with departments and grade level teams to assist with developing integrated projects and coaching instructional strategies. Teachers also continue to assist their peers by providing informal peer assistance.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

Integrated curriculum projects

Students in all grade levels complete an integrated curriculum project every year. The grade level projects are designed by the grade level teams to integrate all the subjects in that grade level. The projects are designed and integrated so that students understand the real life applications in each piece of the project. English and history classes guide students through research skills, math incorporates statistical and analytical interpretation to support the thesis they created in English. Science provides the scientific influence and/or result of the project, while all teachers support the writing and research part. Computer science and the rest of the individual subject teachers contribute to the presentation and overall planning, pacing and execution of the project. The integrated projects introduce a variety of careers and gives the students hands on experience in what those careers do on a daily basis. All the projects are researched based and aligned to the schools standards based mastery curriculum.

The 6th grade projects answers: *What are the major developments and/or inventions in technology throughout history that have impacted the world?*

In 7th grade the project focuses on scientific research. *The integrated project researches a career in medicine, focussing on a disease to research. The students will complete a case study in that disease/disorder.*

The 9th grade project researches: *How will women continue to evolve in the future, and what will their impacts be? This includes a reference to genetic change and one of the following: social, political, or economical change.*

The 10th grade project answers: *How can we use 3D print technology and negative/positive space-filling to represent cultural history and celebrate/observe traditional practices?*

Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

The integrated projects require students to dig deeply into large questions by breaking them down into sections and providing evidence for their findings. The curriculum used across the school-college prep math, Springboard and LabAids are highly interactive and challenge students to solve problems and provide logic or proof for their findings.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Most students have multiple projects within a school year, some within a class, others across departments. The school has made it a priority to fundraise for one-on-one technology and Lab-aids. Many teachers use technology to enhance the instruction by providing a platform for research and applications to enhance the curriculum. Lab Aids are NGSS science lab kits and curriculum that are standards based and provide real life type labs such as finding a source of water within a desert geography.

Art is also infused throughout the curriculum. An example is the 6th and 7th grade math ratio project where a student uses math to increase or decrease the size of an object, and then duplicates it as a piece of art. Pop-up museums through the cultural geography class show the student research by displaying it through art, cooking, video or powerpoint. Marine science uses film or powerpoint slides to develop presentations about sharks.

Math students use manipulatives to understand the concept in almost all courses. Manipulatives include items such as tangrams and even origami lessons to teach angles.

Our 7th period elective offers multiple opportunities for students to use a variety of resources, such as digital platforms for writing in journalism, taking apart cell phones in engineering, conducting environmental observations in environmental science, including using cameras in video production and yearbook. The engineering class also submitted multiple videos for the Imagine the Future Arthur C Clarke Video Challenge and one of our students won first place in the nationally recognized award. Through journalism, two students are guest writers for the Larchmont Chronicle, a local neighborhood newspaper.

Explain the degree to which students have access to and are engaged in career preparation activities.

Career exploration begins with the Careergirls.org curriculum in advisory where students explore short videos of women, mostly women of color, in a variety of careers from aerospace engineer to computer programmer. The careergirl.org lessons assist students not just in learning about the career, but also the educational options to get there and what is exciting about being in that field.

Having guest speakers describe their experiences in a multiple of STEM and leadership fields is a priority for the school. Girls have multiple opportunities to hear directly from women in the field. Last year women from UCLA school of anesthesiology, engineers from the City of Los Angeles, engineers from Aerospace corporation, engineers from the California High Speed rail project, producers from Paramount pictures, architects from the Institute of Classical Architecture and attorneys and judges from the federal court were among the many speakers who addressed the students. This year the girls have heard from women in technology at City National Bank, an author and director of the netflix film *First They Killed My Father*, a gaming company executive, and other guest speakers.

Another important frame of the school is to make sure students have field trips to explore different work environments. For instance, In 2016-17 girls attended field trips to California Institute of Technology/Jet Propulsion Lab to see meet with some of the engineers on the mars rover, Aerospace corporations through the women of color committee to do a hands on rocket activity and be on the floor of the control room, to the senate floor in Sacramento as guests of Senator Holly Mitchell during Girls and Women in STEM week, the Stanley Mosk courthouse to meet with judges and attorneys, the YouTube work space, to a behind the scenes look at the many careers at LAX.

In 2017-18 trips have ranged from visiting the Google CS in fashion, virtual reality in film conference, to Girls Build LA women's empowerment conference featuring guest speakers Hillary Clinton and Kamala Harris.

Internships

GALA students attend information sessions about different internship and externship programs that are offered in the greater Los Angeles area as well as out-of-state opportunities. Last year, all GALA high school students were required to apply to an internship program. Currently, students are given the opportunity to apply to the WGA Caddie Academy, and *Explore* through the Institute for Educational Advancement. This year, three students have been selected to be part of the Mayor Youth Council and one student was selected for a USC tolerance research internship. Students are currently several others applying to Representative Sebastian Ridley-Thomas City internship program.

Supporting Evidence and Documentation:

- Careergirls curriculum
- Guest speaker log/visitors sign in
- PD schedule
- Integrated project description/ requirements

Achievements:

- plan and execute integrated projects at all grade levels
- providing a variety of internship opportunities
- providing a variety of field trip opportunities where professionals show the girls their job responsibilities
- providing a variety of guest speakers
- use of the Careergirls curriculum across the school

Areas for Improvement:

- Increasing the internship opportunities for all girls will require staff dedicated to that purpose
- Providing grade level internships and job exploration experiences tied to curricular themes

Category D
Standards-based Student Learning: Assessment and Accountability



WELLNESS



Category D
Standards-based Student Learning: Assessment and Accountability

DI. Using Assessment to Analyze Monitoring and Report Student Progress *Criterion:* The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

GALA uses multiple forms of assessment in order to both inform instruction and evaluate instructional practices. These assessment types include (but are not limited to) teacher created assessments, cross-curricular projects, Schoology based assessments, California State Interim Assessments, and Smarter Balanced Assessments.

Students are graded and assessed using Standards Based Grading and Mastery Learning practices, which allow for multiple opportunities within a semester to meet the standards. Teachers identify specific learning targets for both content and skills. Students are expected to continually seek mastery and continue to strive for meeting or exceeding the standards in each course.

We monitor individual students by first accessing the My Data system, available to each teacher, to look for achievement or risk factors including EL status. Additionally teachers are given a list of accommodations for each student needing them at the start of the school year.

After reviewing the preliminary data, teachers monitor achievement in their class, suggest intervention or office hours, contact parents and work with grade level meetings to discuss any problems that might arise. At each grading period (5,10,15 week) a grade report is run for teachers to look at grades across the grade level. Teachers meet to discuss students at risk for not passing classes and discuss methods for assisting the student. Advisory teachers also look for changes in attendance and behavior that might indicate students at risk and discuss them with grade level teachers. Our primary source for identifying students with the greatest need for intervention stems from our Advisory class model, in which our Advisory teachers (who meet with their Advisory students daily) identify students who are struggling either academically or emotionally with meeting the demands of daily school expectations.

All 9th and 10th grade students are given the PSAT test during the day for free. Although the counselor and principal have reviewed the scores, GALA teachers are just beginning to review these scores for college readiness measures.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

In 2016-17 we embarked on using Engrade as a school wide system for teachers, parents and students to view grades and attendance through a common portal. In 2017-18 LAUSD acquired Schoology as a district communications platform between teachers, students and parents. GALA teachers were trained on Schoology and on the connection between Schoology and standards based grading. Teachers are still exploring the myriad of ways the Schoology system can be used and are sharing that information with each other. A second training on schoology will occur in Spring semester.

LAUSD has moved to a Passport system, where parents can access multiple data systems through one passport into the data system. Although many parents are using Passport, it is still in the beginning stages and has many glitches yet to be worked out by the district.

Parents are informed of SBAC scores via mail by the district, through Coffee with the Principal, the website and GALA's Facebook page.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

GALA is a standards grading school. As such, students are graded on their mastery of key learning standards. Because the grades are tied to the standards, our SBAC scores are equivalent to grades in most instances.

All GALA students take a minimum of two Interim Assessments per year, one of which is a performance task. Data from the interims is used to guide instruction and plan academic interventions, which may include an invitation to office hours for tutoring. Performance levels in these assessments show how close the student is to meeting or exceeding the standards.

Grade level meetings regularly include discussions around intervention and students who need assistance in their academic classes. Grades are pulled every five-weeks and are shared at the grade level intervention meetings. The reports of students who have D's and F's are used as measurable data and influences the type of intervention the student needs. Teachers then share strategies that have worked for the specific student who is struggling and recommendations for support are made.

The CELDT and SRI scores, as well as five and fifteen week progress reports and 10 week grades, are used to monitor English Learner achievement and identify extra support for struggling students.

Supporting Evidence and Documentation:

- Schoology training
- Assessment results
- Grade level meeting notes
- Office hour logs

Achievements:

- All teachers are using schoology
- Teachers collaborate to expand the understanding and use of schoology

Areas for Improvement:

- Acquiring more technology to move towards becoming a one-to-one school
- Increase use of PSAT scores as a source of data for college readiness standards

D2. Using Assessment to Monitor and Modify Learning in the Classroom *Criterion:* Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

GALA uses a combination of assessments to guide instructional practice. Interim assessment in each grade level and core subject allow teachers to assess student progress on state standards, and adjust their curriculum to re-teach as needed. There are two interim assessments given per year. SBAC assessments in March assess a body of knowledge of standards and are used by the State to evaluate the effectiveness of instruction at the school.

Teachers use teacher constructed assessments to evaluate instruction. English teachers use the Springboard curriculum embedded assessments to inform their instruction and modify their teaching.

Teachers use integrated projects to assess student knowledge across multiple subjects within a grade level. The large questions asked by these projects require digging deeply into one topic and using conventional research methods as well as creative processes of design.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

In the beginning of the 2017-2018 school year, SBAC student achievement data was provided to the entire faculty. In math and English department meetings, teachers discussed the areas of need and decided on which IAB was going to be given this year in each grade level. All subject-area teachers at GALA were trained to give the interim assessments, including language and science teachers. The history teacher is supporting the IABs by administering the “Listen and Speaking” interim assessment for both 7th and 10th graders in history class. Results from the first semester IAB are shared with the departments. In department meetings decisions on pacing and approach as well as adjustments to the lesson and/or strategies take place. Furthermore, the entire school participates in the grading of the Performance Task IABs. This process gives all teachers a better understanding of where the writing and math skills of the the students stand three-quarters of the way through the school year. It also gives time for teachers to adjust their teaching or reteach the standards.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Many areas of assessment demonstrate student achievement. First, SBAC scores for 2016-17 show that the scores for both ELA and math exceed district and state averages. Grades are based on standards mastery and are reflected in these test scores. Individual student work particularly reflected in the integrated projects show high level of skill in writing and oral expression. Science lab notebooks

show a high level of writing and scientific knowledge. Teachers grade and review interim assessments together and are able to identify standards that need additional attention across departments.

GALA teachers are just starting to review student work samples as a practice. Further time and professional development might assist with this practice. Other data sources such as the PSAT should begin to be used as an assessment of college readiness standards.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Teachers are in constant dialogue with students. First in daily advisory, college, career and learning experiences are discussed including the use of Careergirls curriculum. Secondly teachers discuss the standards they are meeting and the connection of their work to real life experiences on a daily basis.

Supporting Evidence and Documentation:

- Department meeting agendas
- SBAC scores

Achievements:

- Development of subject area departments
- Use of data to inform instruction

Areas for Improvement:

- Increase use of student work samples for data analysis
- Increase use of PSAT scores to examine college readiness indicators

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

As a new school in 2016-17 we had very little data to examine. We primarily looked at grades as a measure of standards mastery. Because we are a standards based grading school, the assessment of standards is embedded in the grading practices. In 2017-18 we have one set of SBAC scores that assist in our development of data based assessment. Our students did extremely well on SBAC scores but we are not content with the scores. Although we have examined the overall scores as a school, we are in the infancy of taking a deeper dive into the actual standards that need to be mastered. The math department has done the best job of digging into the standards that are missing for last years 6th grade and embedding review into the 7th grade standards. The ELA department is starting to use a grade level rubric for writing that will assist in the vertical planning in that department and in developing schoolwide ELA standards for use in written assignments.

English, math and science departments have just formed this year, as there are enough teachers to form a department. In departmental meetings, common rubrics and vertical alignment of standards and curriculum are in the process of being developed.

Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

In 2016-17 the Interim assessments and sample performance tasks were graded by teachers as a group. This allowed teachers from across disciplines to understand our needs as a school in math and English standards. As a result of this science incorporated more statistics in their classes and history developed more essay based questions. In 2017-18 we hope to repeat this process as well as take a deeper dive into the SBAC scores, examining which areas can be shored up by instituting schoolwide practices in English and math

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

Our vision and mission is to provide a clear pathway for girls to STEM careers. We will know we are successful when all of our girls graduate on time and go on to college and STEM careers. In the meantime, we consistently review all courses for access and attainment towards this ultimate goal. SBAC scores, grades, social emotional measures and school climate are all included in evaluating curriculum and instructional practices that will remain, be removed or be altered at the school site.

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

All stakeholders are involved in assessing student progress through the Tiers of intervention and the departmental and schoolwide assessment of standards based curriculum and instructional practices.

Describe the school's security systems that maintain the integrity of the assessment process.

GALA follows the district wide practice of securing all testing materials during the testing process.

Supporting Evidence and Documentation:

- SBAC scores
- Department meeting agendas
- SSC meeting agendas

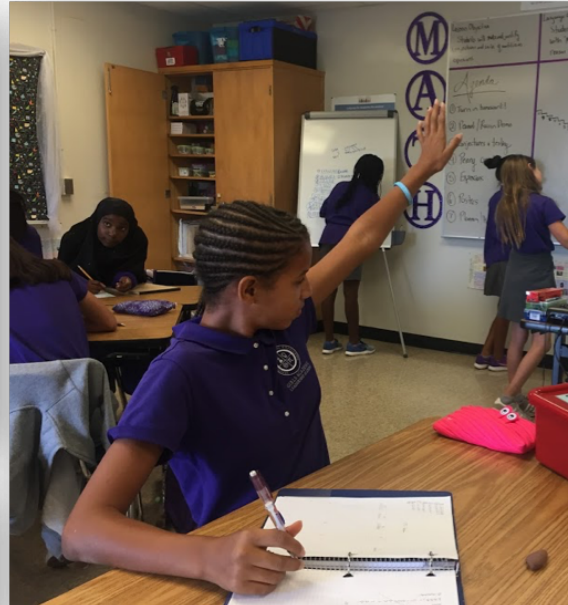
Achievements:

- Development of departments
- Collaborative SBAC review
- Collaborative Interim Assessment grading
- Standards based grading practices

Areas for Improvement:

- Continue to make time for collective grading of performance tasks
- Continue to review SBAC scores as a school

Category E
School Culture and Support for Student Personal and Academic Growth



HONOR



Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Parents and community members have been involved with GALA from its inception. A group of ten educators, community members and parents researched and wrote the initial GALA school plan adopted by the Board of Education. Prior to the opening, the founder visited many schools and community groups to inform them of the school opening and from the initial group of parents interested in the school, the parent organization, Friends of GALA (FoGALA), formed in 2015 initiated by members of the planning committee with several of the initial parents at the school. Friends of GALA is also a 501c3 organization which allows the organization to fundraise and write grants independently of the school structure. FoGALA consists of six elected officials who serve a term of up to three years. Sub committees include fundraising, informational events, school related events, school support, and school related communication.

Parents are very involved with the school from fundraising to working to beautify the campus, you will see parent volunteers on a daily basis on the school site. In addition to the parent volunteers, many community representatives and political leaders are involved with bringing resources to the school including Los Angeles Mayor Eric Garcetti, Representative Sebastian Ridley-Thomas and Senator Holly Mitchell.

In addition to FoGALA, School Site Council is a place where parents can be involved in making decisions for the school. School Site Council has 3 parents all of whom have been elected officers for School Site Council by the other members (Chair, vice chair and parliamentarian are parents).

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

During the planning year, Liz Hicks developed the following college and community relationships:

College

- UCLA Computer Science Department - worked with school to institute Exploring Computer Science as a core class
- USC Viterbi School of Engineering - consulted with school regarding engineering pathway
- Mount Saint Mary's University- met with University president and developed partnership including working with community relations and science department
- Harvey Mudd University- met with University president about building skills and resiliency for computer science pathway
- Community College District - West Los Angeles and Los Angeles City College - partnership for on-site concurrent enrollment courses
- College Board - training for SpringBoard, training for AP teachers, training for counselor-invited to diversity conference as guest

Community

- Longwood Neighborhood Organization - neighborhood organization for LA High - met to introduce school concept
- Olympic Neighborhood Organization-neighborhood organization for LA High - met to introduce school concept
- California State Representative Sebastian Ridley-Thomas office - adopted school and provides internships for high school
- California Senator Holly Mitchell- adopted school and provides STEAM initiative - female STEM role models and opportunities
- National Coalition of Girls Schools - went through program review and became school member- invited to Global Conference as guest
- Young Women’s Leadership Network - went through program review and granted associate membership- invited to principal training as guest
- Legacy Games and WhizGurls - two gaming companies with women CEO’s consulted regarding gaming industry and resiliency for women in the tech world
- CareerGirls- provide free career materials and videos to all advisories
- STEMPilot - donated two flight simulators and training to MakerSpace
- Dremel - donated 3D printer and training to MakerSpace
- National Coalition of Girls Schools - became a member and brought 7 faculty to the Global forum conference
- Young Women’s Leadership Network became an affiliate school and sent the principal to principals training for design

In the first year, these contacts have expanded to include:

- Institute of Classical Architecture - bringing series of 8 sessions on architecture including project and field trip to 6th grade ancient civilization courses
- Mayor Garcetti and the City of LA - SPARK afterschool city engineering program - 10 weeks after school meetings with civil and architectural engineers - work on projects relevant to LA -culmination of pocket park design in front of Board of Public Works
- Girls Build LA - team initiated by teacher won team project and finances to write and publish a book -Break the Wall - culminated in a book signing, also invited the entire school to a screening of Hidden Figures
- Disney- consulted on bringing Broadcast equipment and training
- Goldhirsh Foundation - wrote and received LA2050 Future of Los Angeles grant to build MakerSpace
- Epson- donations of printers and projectors
- Barnes and Noble - annual book donations for library through holiday drive
- Headspace- provide free meditation apps to all teachers
- Aerospace Corporation - annual diversity tour and luncheon

In the second year, these contacts have expanded to include:

- US Air Force- providing 8 session after school class in aerospace

- Women in Tech at City National Bank- school supplies donated and women in banking presentations for high school
- Project Hope - 8 sessions of financial literacy through advisory
- Women in Tech at Fox studios- will provide support to the broadcast class
- Volunteers of America Educational Talent Search (ETS) is a college-preparatory TRiO program funded by the U.S. Department of Education aimed at helping potential first-generation and/or low-income high school students complete high school and earn a 4-year college degree. They provide GALA students with the support, advocacy, resources, and services needed to ensure that they have the opportunity to get into a four-year college or university and graduate with a 4-year degree.
- The Western Golf Association through the Caddie Academy Program provides students a summer internship opportunity that can lead to an Evans Scholarship for college.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

GALA provides admissions tours and presentations which explain the all-girls model, the need for a STEM pathway for girls, particularly girls of color, as well as the unique instructional frame of the school of standards based grading, mastery learning, growth mindset, whole child- advisory model and the college going culture. GALA also provides parents an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are well informed of the standards based grading and mastery learning practices at the school.

The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are informed of the mastery learning and standards based grading policy in orientation sessions. Some teachers have weekly newsletters discussing progress and mastery of specific standards for their classes. Results of standardized testing such as interim assessments and PSAT testing are discussed with both student and parent.

With the assistance parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Teacher professional education includes training in holding productive conversations, many teachers have weekly newsletters.

GALA distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. GALA involves parents in the planning, review, and improvement of the school's parental involvement policy.

The school educates parents on A-G requirements during orientation and other workshops. Parents are also informed through the weekly newsletter, the website, school facebook page and instagram posts, monthly Coffee with the Principal meetings that are live-streamed and the FoGALA website and facebook page.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Parents are welcomed and extremely active in the school. Some provide support services such as watering plants or straightening the library while others are involved with policy advisory groups such as School Site Council, technology and safety committees of the School Site Council , FoGALA, District advisory panels, and assisting with curriculum and projects.

Parents support student learning in monitoring attendance, making sure homework is completed, promoting growth mindset at home, participating in decisions relating to student's education, and promoting positive use of extracurricular time.

Parents are involved in GALA's School Site Council meetings to discuss the needs of the school, recommendations, as well as review academic and attendance data in relation to the process of writing the Single Plan for Student Achievement.

The school experience survey shows that parents feel welcomed at the school and feel included in decisions at the school site.

Parents have formed an advisory parent liaison system with FoGALA and the school for emergency phone tree and to assist advisory teachers with special projects.

Comment on how parents have access to school personnel regarding all concerns.

Teachers, clerical staff, principal and support staff are all readily available to parents. A philosophy of customer service is promoted in the offices, and teachers are required to return phone calls and emails within 48 hours. Teacher and staff bios and emails are provided on GALA's website and listed on teacher syllabus. Principal, counselor, and instructional specialist are readily accessible to parents via phone, email or in person.

Formal parent conferences are held twice a year and fall semester Back to School Night and Spring semester Pi Day open house are well attended. Additionally parents can arrange to meet with teachers before or after school or during teacher office hours (although those are primarily reserved for student intervention)

If requested, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Advisory teachers are the first point of contact for families, but academic counselor, MSCC coach and principal are readily available via email, phone or in-person meetings.

Schoology, our online grading platform, allows parents and students to view graded assignments as well as attendance at all hours.

Describe how the school regularly communicates to parents and other stakeholders.

GALA communicates most often through a weekly newsletter sent to parent emails every Sunday night, and is spanish translated. The newsletter is written by the Principal and parent volunteers and includes a student reporter section and teacher/staff profile section. Additionally group emails may be sent in between newsletters as needed. The school also communicates through group calls, although they are not used often and are used only for vital information.

Coffee with the principal is held monthly and is live streamed through Google hangouts allowing access for parents who might be at work. The principal meets weekly with FoGALA who also disseminate information through the FoGALA Facebook page and MySchoolAnywhere listserv.

Student progress reports are mailed out to parents at the 5,10,15 week grading periods and parents may request conferences with teachers about grades after those grades have been sent.

The LAUSD PASSPORT system provides one stop access for families to access attendance, meal application, schoology.

Math and science newsletters include suggestions for dinner conversations about math and science. Teacher weekly email correspondence support parent understanding of standards being addressed in classes, current activities, upcoming assessments and provide extended practice opportunities through family conversation suggestions.

Supporting Evidence and Documentation:

- Coffee with the Principal videos
- Emailed newsletter
- GALA website and Facebook page
- FoGALA website and Facebook page
- Parent Involvement Policy
- Teacher initiated emailed newsletters
- School Experience Survey results

Achievements:

- Live streaming Coffee with the Principal
- Schoolwide weekly newsletter
- Teacher newsletter emails
- Including parents in all levels of school
- Amount of parents involved in various aspects of school volunteering

Areas for Improvement:

- Continue to increase parent involvement opportunities
- More teachers participating in a weekly email

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

When GALA first moved into the current facility it had housed three different charter schools over 4 years. Many of the rooms needed repairs and painting which parents, teachers and students came together to accomplish prior to the school opening. Because of this and the honor code policy where students are expected to treat school facilities with respect and clean up after themselves, the school is now very well maintained. The custodial staff is very attentive to the needs of the school community and are very responsive. Additionally GALA has embarked on school beautification effort to provide trees and green space, which was responded to by a service day from paramount pictures. Small trees were planted and benches built with student and parent involvement. Keeping our school clean and beautiful is truly a community effort.

A school safety committee, a subcommittee of School Site Council, oversees the planning and training on school safety at the school. This year each teacher was given emergency supplies for their classroom and was equipped with an emergency backpack.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

All students and parents sign an honor code before enrolling in the school. The honor code sets forth the expectations that all students respect each other and the school environment. Additionally all families sign a uniform policy with expectations for dress in the school uniform. Parents who cannot afford the uniform are provided assistance from FoGALA in purchasing a set of uniforms. Violations of these policies are met with restorative practices to restore the school environment and/or relationships.

GALA wrote the Safe School plan within 3 months of opening. In the safe school plan all emergency procedures and policies are detailed. GALA teachers and students regularly participate in fire, earthquake and lock down drills to prepare the school community in the event of an emergency. Staff has been trained to take on specific roles in the event of an emergency, as well.

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

GALA has participated in several emergency drills. These all went smoothly with all personnel and students taking the drill seriously. In the future we would like to have more of a mock drill including first aid needs to round out our experiences.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

GALA starts the year with a three day orientation anchored by advisory. The advisory system pairs twenty grade level students with a teacher/advisor, and they remain as a group the entire time they are at GALA. The advisory acts as a family at the school and students get to know each other well through circles and social emotional learning within the advisory. Advisory teachers utilize Second Step, community circles and Careergirl empower lessons to facilitate learning in the social emotional realm.

Restorative justice practices and growth mindset allow for circles that are used when students want to discuss and resolve issues that affect their wellbeing and learning environment.

GALA continues to provide opportunities for students to collaborate/communicate and build relationships through school events like: Big Sisters/Little Sisters lunch, volunteer and community service opportunities, summer internships, Pi-Day activities, Fall Fest and other school community events.

GALA addresses the social-emotional culture of the school by increasing student understanding and ownership of the Honor code, including focusing clear expectations of behavior and social media etiquette and safety. Resources, posters and signage are created to reinforce positive school culture.

GALA teachers sponsor clubs during lunch. The clubs include Ambassadors, Game club, Fashionistas, Harry Potter, Speech, and the National Honor Society. Student Leadership make regular announcements and plan school activities. Students take on roles in the Technology committee, Safety Committee and School Site Council, and are developing more of a voice at school. In its first year, a Big Sister/Little Sisters luncheon has brought 6th and 9th graders together in an effort to bridge the gap between the two grades and make more school connections.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

All stakeholders communicate and collaborate around school safety and the culture of trust and communication.

Supporting Evidence and Documentation:

- Honor Code
- Uniform Policy
- Safe School Plan
- Evacuation maps
- Agendas for emergency training
- Development of lunch time clubs
- Advisory and Orientation schedules

Achievements:

- Writing the safe school plan within months of opening
- Developing, training and implementing emergency procedures and drills
- Developing a culture of high expectations for behavior

Areas for Improvement:

- Increase training for emergency drills
- Institute mock first aid needs as part of emergency drills
- More student involvement in enforcing honor code, possibly development of an honor court

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

The growth mindset philosophy is an action and a strategy that guides GALA's approach to academics and social-emotional learning. Advisory period is pertinent to the success of the culture, climate and social-emotional growth of the school. During Advisory, the Career Girls program allows the girls to explore careers through interactive information and interviews, the Second Step program teaches girls how to have positive relationships, college information and outreach is provided by the academic counselor. Restorative circles, and breakfast in the classroom also allow for building positive relationships in advisory.

Students often report issues to their advisor who may be able to resolve them within advisory, if not the advisor can reach out to a teacher or to the academic counselor for help in resolving issues. Students also reach out to the counselor, MSCC coach or principal for assistance. The counselor, principal, and instructional specialist are readily available to support students in their area of needs. The school psychologist works with students with IEPs on their social and emotional issues, and the A-G/PSA counselor provides additional support to students who are short on grade-level credits.

The staff collaborates with additional support services, such as the RSP teacher, speech specialist, adaptive PE teacher to assist students with special needs in accessing the curriculum.

Internships and mentorships also provide support by providing experience and knowledge of the world of work. Mentors usually provide mentoring and insight to groups of girls through advisory or through the 7th period elective.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Through growth mindset and mastery learning all girls are allowed to learn on their own timetable with academic support and encouragement from teachers and peers. Girls have access to enrichment activities in most classes, and scaffolding for EL learners. Resource services are push in services so that students have full access to the curriculum.

Students review their Individualized Graduation Plan with the counselor to understand their options for a rigorous academic schedule in not only meeting graduation requirements but also a desirable college admission process. Students are also empowered to take charge of their own education and suggest alternative such as accelerating by taking two math classes at a time. The counselor, parent and principal work together to make sure that individual requests that are educationally sound are fulfilled.

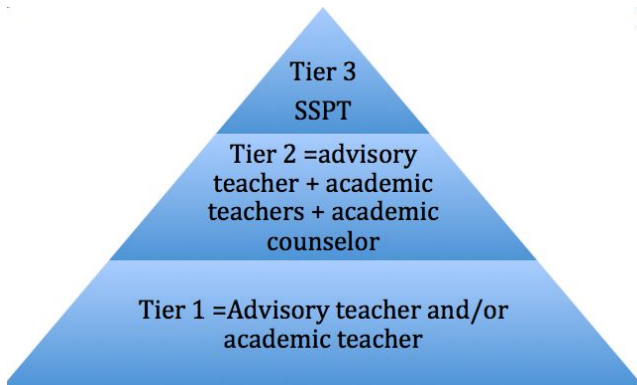
Students are encouraged to take LACC classes on campus and find other means of taking college classes and are encouraged to do summer experiences.

GALA provides real life educational experiences and support in project based learning. Students are provided with contracted bus services for District approved curricular trips that provide students with experiences to build prior knowledge, background, academic vocabulary, and academic readiness to help prepare them for college admissions and curriculum.

Teachers develop integrated curriculum projects reinforcing ELA standards through core curriculum classes, in which students complete projects that challenges them with real life scenarios. Resources include visual aids, supplemental workbooks, including the Write Source, Writers Inc, or other books for writing, computers and or tablets, internet access to student resources, DVD and mobile storage cart.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

Tiers of intervention commence with Tier One Advisory teacher and academic teacher, then move to Tier Two advisory teacher, academic teacher and academic counselor or MSCC coach and then the members of a team may recommend a Student Support and Progress Team (SSPT) meeting which includes other personnel such as school nurse and school psychologist and principal.



Tier 1 - As part of mastery based learning, students are provided opportunities and/or additional assignments to demonstrate growth and proficiency and improve grades. Teachers are available for “office hours” where they meet with students to target instruction, review, and practice with individuals and small groups. Teachers meet in grade level teams monthly to discuss student progress and recommend interventions. The counselor, instructional director and principal are present for these meetings and may arrange for parent meetings with multiple teachers. Additionally the part-time RSP can assist with modifications to IEP that may be necessary.

Tier 2 - If the initial interventions are not working, or if students are not attending office hours, the counselor meets with the student and contacts the parent to develop a plan for intervention. Counselor may suggest additional services as well.

Tier 3 - If all interventions are not providing assistance with academic success a student success team meeting will be held to discuss if the student might need additional services.

Grade level teachers meet separately to discuss strategies and interventions for at-risk students. Grades and individual student progress are assessed and recommendations for tutoring and extra help/office hours are made. Departmental professional development around integrated projects, as well as teacher office/tutoring hours address student needs and personalized assistance. Monthly meetings are held to discuss students' academic and behavioral patterns to determine what support is working what additional support is necessary. Teachers provide office hours to work with students before and after school to meet the standards as well as accelerate through enrichment activities. Teachers provide weekly email to parents informing them of standards for the week, homework assigned, assessments, and extended family practice.

The GALA counselor, MSCC coach and teachers monitor student academic and attendance through Advisory classes to flag at-risk students who are off-track for completing credits and in danger of not graduating. At risk students that do not respond to the three tiers of intervention are supported by a Student Success Progress Team (SSPT) process. The SSPT team analyzes student progress of at-risk students, including teacher input and academic data to develop an Individualized Behavioral-Academic plan for students at-risk of receiving Ds or Fails. If needed, the SSPT refers at risk students for additional supports, including referring students to outside agencies as needed.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

Most courses are part of a mandatory course pathway designed to provide access to challenging curriculum and course work. GALA graduation requirements are aligned to be more demanding than the minimum A-G entrance requirements.

All high school grade students take the PSAT each year starting in 9th grade as a base level assessment to be used by teachers for instructional adjustments in their curriculum. Students create their College Board accounts to develop ELA and math skills through Khan Academy and other College Board resources.

GALA students complete project based, highly rigorous, coursework. In college prep math students are exposed to real life math problems that aid in their understanding of mathematical concepts. In English an emphasis on writing and oral communication allows students to articulate their opinion using evidence as early as 6th grade. In science GALA students complete LabAid curricular projects that address real life issues. There is no barrier to obtaining any of this challenging curricular content as it is taught in all classes. Differentiation is done within the classroom environment and where needed, students may receive extra support through teacher office hours, resource push in services and scaffolding.

GALA students complete a college prep curriculum in Standards Based mastery where math and science courses are integrated through hands-on activities, including use of the Makerspace and lab activities. Middle school students use the Makerspaces' flight simulators to enhance application of geometry, algebra and computer skills, whereas high school students use the Makerspace for project based learning integrated with real life applications in STEM.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

GALA continues to provide opportunities for students to collaborate/communicate and build relationships through school events like: Big Sisters/Little Sisters lunch, volunteer and community service opportunities, summer internships, Pi-Day activities, Fall Fest and other school community events.

GALA teachers sponsor student-initiated clubs during lunch. The clubs include Ambassadors, Game club, Fashionistas, Harry Potter, Speech, and the National Honor Society. Student Leadership makes regular announcements and plan school activities. Students take on roles in the Technology committee, Safety Committee and School Site Council, developing more of a voice at school.

Students are made accountable to take challenging courses by exploring their options and requirements through their IGP review.

Students are provided with and encouraged to apply to multiple scholarships and internships.

CIF sports started in 2017-18 and is tied to the honor code through the Victory with Honor principles.

Supporting Evidence and Documentation:

- Record of IGP meetings
- Lunchtime club schedule
- Advisory curriculum
- Grade level meeting agendas and minutes
- Student schedules

Achievements:

- Development of a rich array of student initiated clubs
- Development of advisory curriculum
- Open to individual learning needs for acceleration

Areas for Improvement:

- Provide more opportunities for student internships
- Increase opportunities for programs such as big sister/little sister
- Increase opportunities for enrichment courses

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

1. Opening the first public all-girls STEM school in LAUSD and the state of California
2. Developing a schoolwide culture of growth mindset
3. Developing schoolwide standards based and mastery learning practices
4. Developing collaboration within the departments for vertical planning and standards based rubrics as well as between departments through integrated curriculum projects
5. Developing rich and varied college and community partnerships
6. Developing opportunities for parents to participate through School Site Council and FoGALA
7. Developing a rich school life of clubs, activities, field trips, mentorships and extracurricular sports and college courses

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

1. To progress as a technology based school we must have one on one technology for all our students
2. Increased time and funding for teachers to collaborate for vertical planning by departments, integrated curriculum planning, standards based grading rubrics and examination of data for instructional purposes such as the PSAT
3. Increased training for teachers on schoology and standards based grading.
4. Development of an induction system for new teachers
5. Increased out of classroom personnel, specifically a second counselor, the practitioner 2.0 position filled, an internship coordinator and an assistant principal
6. Increase opportunities for students to develop and enforce school policies such as honor court

Name: Elizabeth Ackerman-Hicks *Position:* Principal

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