

Girls Athletic Leadership School Los Angeles

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Vanessa Garza, Principal

Principal, Girls Athletic Leadership School Los Angeles

About Our School

Principal's Comment

Vanessa Garza, Principal

Carrie Wagner, Executive Director

Contact

Girls Athletic Leadership School Los Angeles
8015 Van Nuys Blvd
Panorama City, CA 91402

Phone: 818-389-1184

E-mail: vgarza@galsla.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Girls Athletic Leadership School Los Angeles
Street	8015 Van Nuys Blvd
City, State, Zip	Panorama City, Ca, 91402
Phone Number	818-389-1184
Principal	Vanessa Garza, Principal
E-mail Address	vgarza@galsla.org
Web Site	http://galschoolsla.org
County-District-School (CDS) Code	19647330133710

Last updated: 12/6/2018

School Description and Mission Statement (School Year 2018—19)

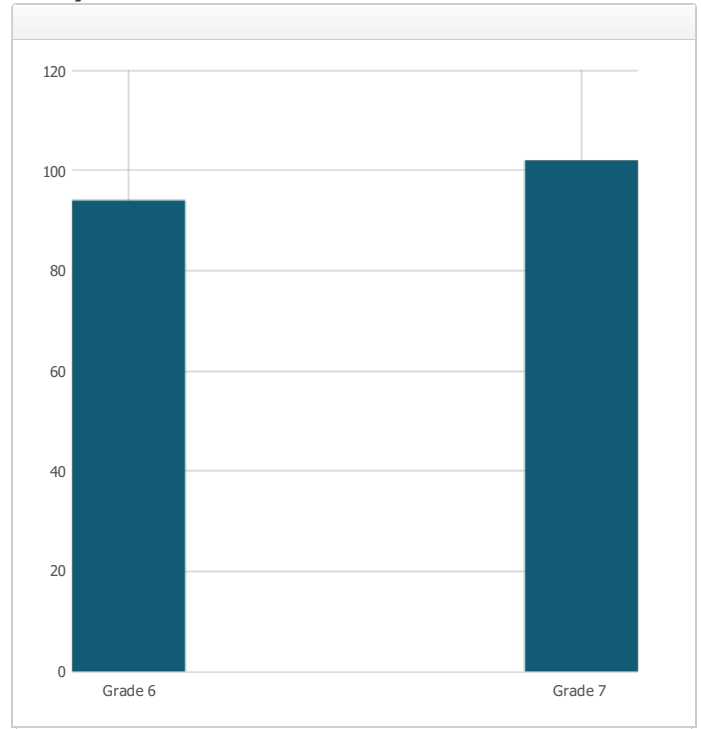
The Girls Athletic Leadership School Los Angeles (GALS) provides a small-school learning environment predicated on best practices in gender-based and active learning for middle grade girls in the Panorama City area of Los Angeles. GALS is an additional choice for parents/guardians of girls who have not yet realized consistent success in school. The school will provide an innovative and necessary educational option that engages health and wellness as a key-contributing factor in optimizing academic achievement and self-development. GALS is committed to educating a diverse group of young women with a wide range of backgrounds, skills, and interests through the implementation of the active learning and gender-based learning model. GALS provides a rigorous, college-preparatory curriculum that promotes depth and breadth of experience and knowledge through real-world, project-based learning. Derived directly from state content standards, including California Common Core State Standards (CA CCSS), the school teaches the integration of content and skills in each core subject. In addition, GALS takes a holistic stance to development that recognizes the deep connection between a healthy mind and a healthy body. Through the integration of a health and wellness curriculum addressing the physical, emotional, and psychosocial needs of female adolescent development, GALS balances the goal of building strong minds and bodies with the opportunity for students to garner the skill set to emerge as leaders of their own lives. The young women at GALS have the ability to pursue their strengths and passions and to understand their responsibility to the local and global community.

The Girls Athletic Leadership School Los Angeles envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college and in their communities and the world.

Last updated: 1/18/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	94
Grade 7	102
Total Enrollment	196



Last updated: 1/18/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.6 %
American Indian or Alaska Native	%
Asian	2.0 %
Filipino	3.6 %
Hispanic or Latino	82.7 %
Native Hawaiian or Pacific Islander	%
White	8.2 %
Two or More Races	%
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.2 %
English Learners	23.0 %
Students with Disabilities	14.8 %
Foster Youth	1.0 %

A. Conditions of Learning

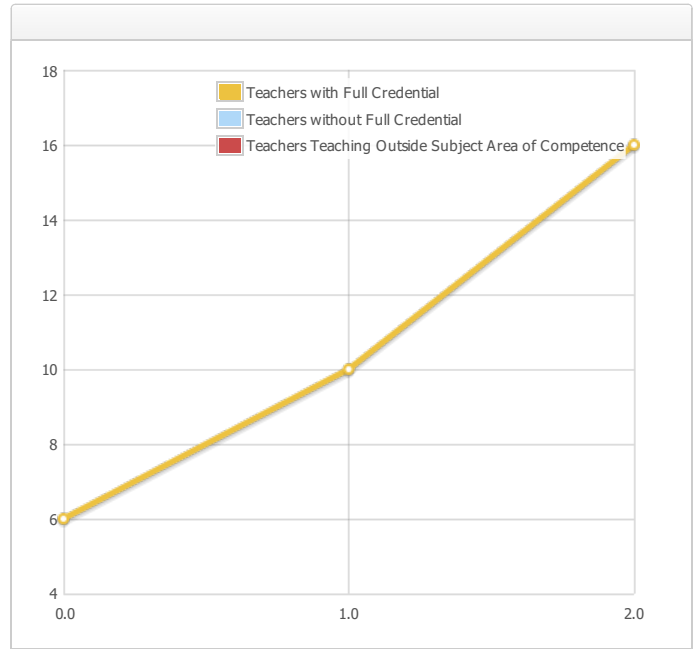
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	6	10	16	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We use Expeditionary Learning Common Core Curriculum and their grade level novels, trade books and other resources prescribed in their curriculum outline. All students receive their own copies of required texts and resources. We supplement the ELA curriculum with Rosetta Stone licenses for level 1 English Language Learners and we also have licenses for all of our students for Achieve 3000. Rosetta Stone supports students with acquiring English and Achieve 3000 supports students students with Lexile Growth.	Yes	0.0 %
Mathematics	We use Eureka Math by Great Minds and Illustrative Mathematics by Open Up Resources. We also supplement with McGraw-Hill Glencoe Math Course 1 and Course 2. To support sentences with multiplication and division fluency, we also use Xtra Math and to reinforce grade level lessons, we supplement with Khan Academy. Lastly, we also use Ironbox to support students who are below standard for their grade level. The students receive direct instruction with the Ironbox Curriculum. All students receive their own licenses and copies of required texts and resources.	Yes	0.0 %
Science	NGSS aligned lessons are delivered through daily consumables and copies are provided to every student. Resources that we use are Kesler Science, Mosa Mack and Oakland Unified NGSS Aligned units and lessons.	Yes	0.0 %
History-Social Science	6th grade students use TCI's History Alive! Curriculum, which is supplemented with additional non-fiction texts. 7th and 8th grade students use Houghton Mifflin Harcourt's Middle School World History. The 8th graders use two supplemental texts: A People's History of American Empire (Graphic Adaptation) and A Young People's History of the United States (H. Zinn). All students receive the required texts and resources.	Yes	0.0 %
Foreign Language	We use Rosetta Stone online learning. All students are provided with a Chromebook in class and are able to log-on to the on-line program.	Yes	0.0 %
Health	We use Sanford Harmony Curriculum and Lionsquest curriculum for middle school students. All students receive a copy of the required resources.	Yes	0.0 %
Visual and Performing Arts	We follow the State Standards for both Visual and Performing Arts. All students receive their own copies of the required resources.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2019

School Facility Conditions and Planned Improvements

GALS was located on a private site for 2017-18 school year. The landlord provided a facilities manager on site. Any repairs were addressed within 24 hours. GALS hired a full time custodian who was able to clean every classroom daily.

GALS was located on a Prop 39 District site for the 2018-19 school year. The District takes great effort to ensure that all schools are safe and functional. The District has established cleaning standards for all school facilities in assigning and inspecting custodial and facility maintenance work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources. Determination of repair status is based on the most recent SARC inspection. Additional information about the condition of the school facilities may be obtained from the school.

Last updated: 1/24/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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Last updated: 1/24/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	35.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	19.0%	28.0%	30.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	194	98.98%	35.05%
Male				
Female	196	194	98.98%	35.05%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	163	161	98.77%	31.68%
Native Hawaiian or Pacific Islander				
White	15	15	100.00%	53.33%
Two or More Races				
Socioeconomically Disadvantaged	160	158	98.75%	31.65%
English Learners	98	96	97.96%	15.63%
Students with Disabilities	29	29	100.00%	13.79%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/30/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	192	97.96%	27.60%
Male				
Female	196	192	97.96%	27.60%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	163	159	97.55%	23.27%
Native Hawaiian or Pacific Islander				
White	15	15	100.00%	46.67%
Two or More Races				
Socioeconomically Disadvantaged	160	156	97.50%	22.44%
English Learners	98	95	96.94%	12.63%
Students with Disabilities	29	28	96.55%	14.29%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/30/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/30/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	16.2%	26.3%	10.1%

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

Last updated: 1/18/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

There are many ways for parents to be involved at GALS. There is the advisory council, school site council, classroom volunteers, office volunteer, supervision volunteer, fundraising, and student recruitment. All of these opportunities are presented on a regular basis in-person and via written communication through parent email blasts, monthly coffee with the Principal, weekly parent bulletin, and Parent-to-Parent volunteer coordination. GALS makes every effort to communicate with families and engage them in the school community. Letters, notifications and upcoming event calendars in both English and Spanish are shared via a mobile application. Paper copies are readily available in main office.

State Priority: Pupil Engagement

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

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

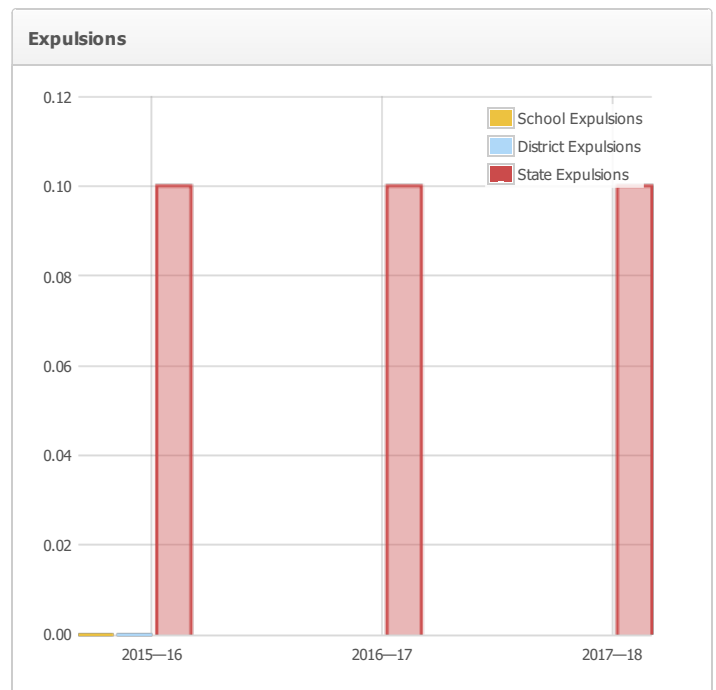
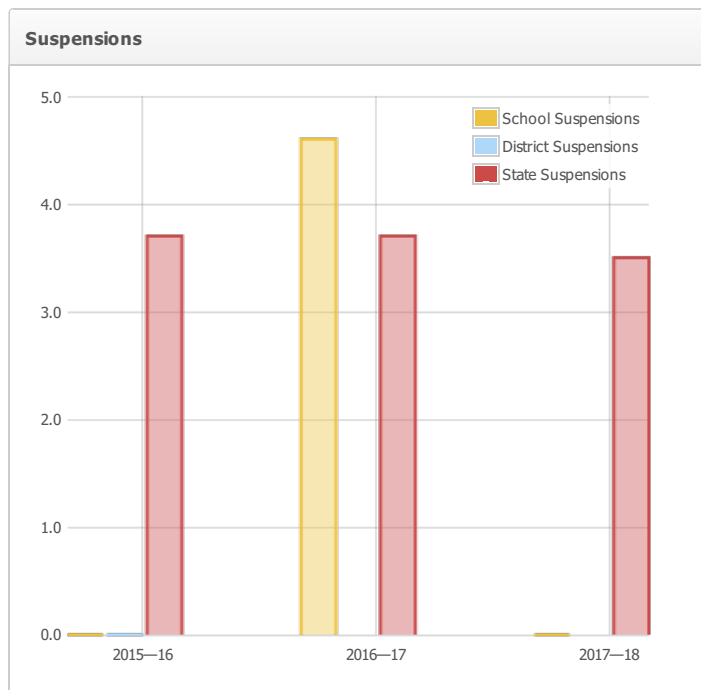
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	4.6%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/24/2019

School Safety Plan (School Year 2018—19)

GALS makes every effort to provide a safe, clean environment for learning. During the 2018-19 school year, GALS is co-located on an LAUSD campus. As a result, GALS collaborative with the local school Principal and staff to create a school safety plan that incorporated GALS. The Board of Directors of GALS approved the Safety Plan. Emergency protocols were reviewed with the staff in August prior to the first day of school. Emergency drills are held for earthquake, fire preparedness and lockdown procedures for our students and staff.

Last updated: 1/24/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	19.0	15	14	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	21.0	10	16	
Other**				

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

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

Last updated: 1/24/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	5	6	
Mathematics	19.0	3	7	
Science	21.0	1	4	
Social Science	22.0	1	5	

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

Last updated: 1/24/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/24/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14577.2	\$3242.8	\$11334.4	\$53910.9
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/2019

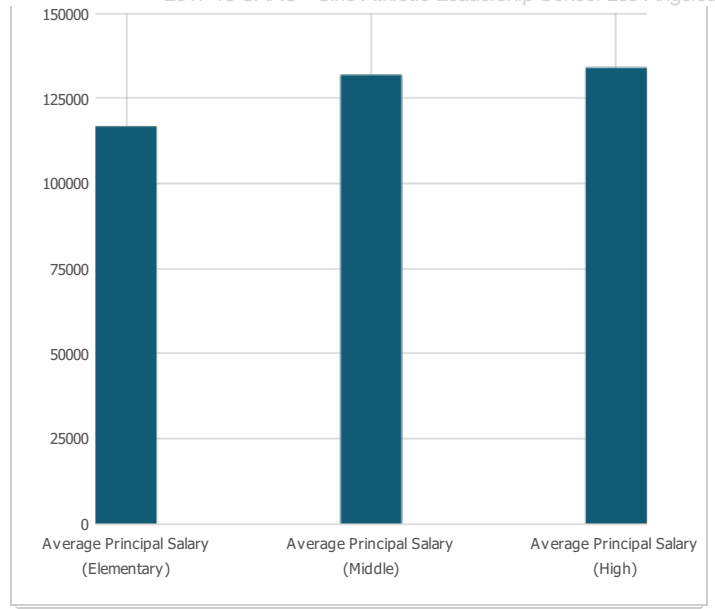
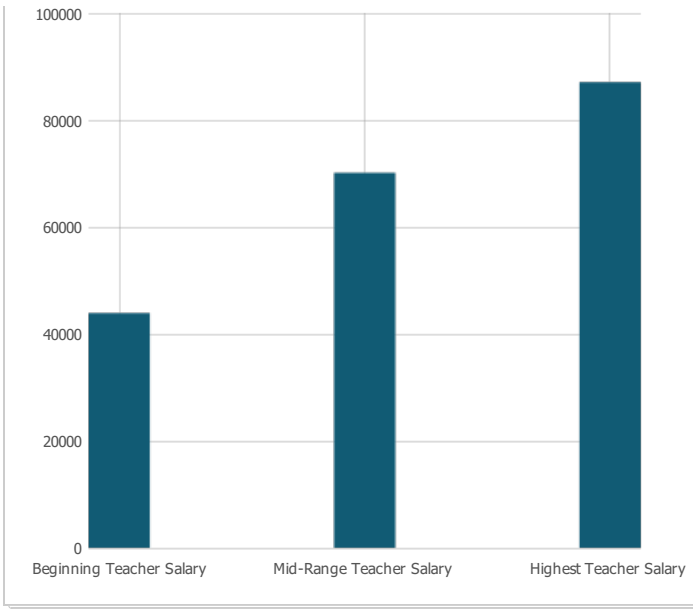
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2019

Professional Development

Before the school year begins, GALS LA has a dedicated 2 weeks of professional development plus an additional 4 data days throughout the year. Every week during the school year, teachers meet with the Principal after school from 2-4pm. Professional development is delivered in 3 ways: after school workshops, conference attendance and individual goal setting. Teachers are supported through individual observations-feedback coaching, cycles and lesson plan clinics, teacher-principal meetings, student performance data reporting, and in-class peer observation. As the year progresses, student achievement data from IABs is used to assess how to adjust instruction to better serve the individual needs of the students. Data from on-line learning programs such as Achieve 3000 and Xtramath are also used to support student achievement and close reading level gaps and math fluency gaps, respectively. At GALS LA, we believe the best way to move our students towards academic success is to learn, reflect on our own practice and review student data to target areas in which academic deficiencies may be present. GALS LA teachers receive consistent, targeted and frequent professional development.

Last updated: 1/30/2019