

Girls Athletic Leadership School Los Angeles

School Accountability Report Card Reported Using Data from the 2016—17 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.

About This School

Contact Information (School Year 2017—18)

District Contact Information (School Year 2017—18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017—18)	
School Name	Girls Athletic Leadership School Los Angeles
Street	8755 Woodman Ave.
City, State, Zip	Arleta, Ca, 91331-6506
Phone Number	818-389-1184
Principal	Vanessa Garza, Principal
E-mail Address	vgarza@galschoolsla.org
Web Site	http://galschoolsla.org
County-District-School (CDS) Code	19647330133710

Last updated: 1/4/2018

School Description and Mission Statement (School Year 2017—18)

The mission of Girls Athletic Leadership School Los Angeles (GALS) is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman to become a powerful advocate for herself and a leader of her community in the 21st century.

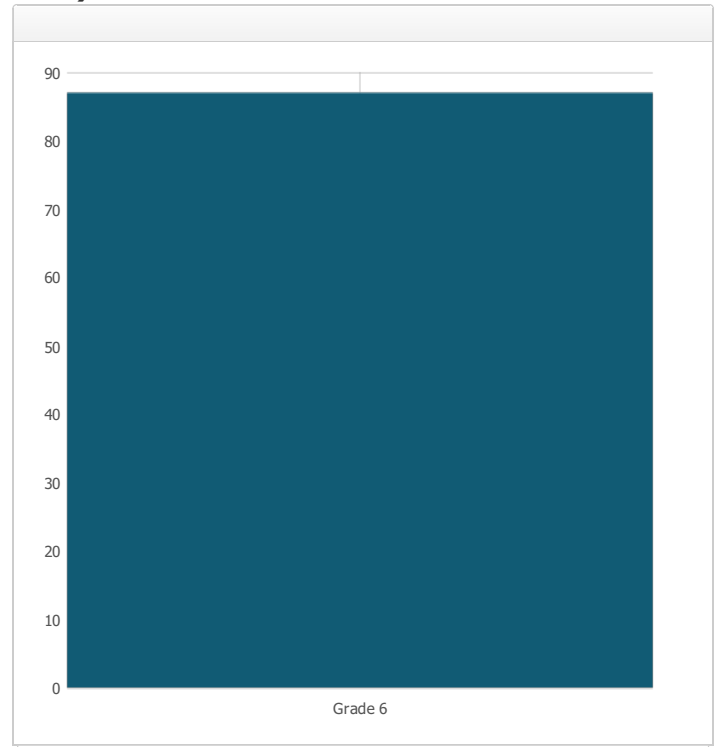
The Girls Athletic Leadership School envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college and in their communities and the world.

GALS' mission is to support young women to become powerful advocates for themselves and leaders for their communities. Preparing students to make informed choices and direct their own lives serves this mission deeply, and preparation for college is an essential component of this self-efficacy. All students – regardless of their income, native language, racial and ethnic heritage, or developmental challenges – deserve the opportunity to choose college. Without a rigorous academic preparation, many students have no choice at all. And while all college preparatory schools expect students to excel in a rigorous academic program, GALS asks more. We ask that students discover how they learn, that they choose opportunities for challenge, and that they foster a desire to develop and improve in an effort to create their own futures, and we provide an environment that responds to the unique needs of girls to ensure this opportunity.

Last updated: 1/4/2018

Student Enrollment by Grade Level (School Year 2016—17)

Grade Level	Number of Students
Grade 6	87
Total Enrollment	87



Last updated: 1/4/2018

Student Enrollment by Student Group (School Year 2016—17)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.0 %
Asian	1.1 %
Filipino	3.4 %
Hispanic or Latino	81.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	11.5 %
Two or More Races	0.0 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.8 %
English Learners	21.8 %
Students with Disabilities	8.0 %
Foster Youth	1.1 %

A. Conditions of Learning

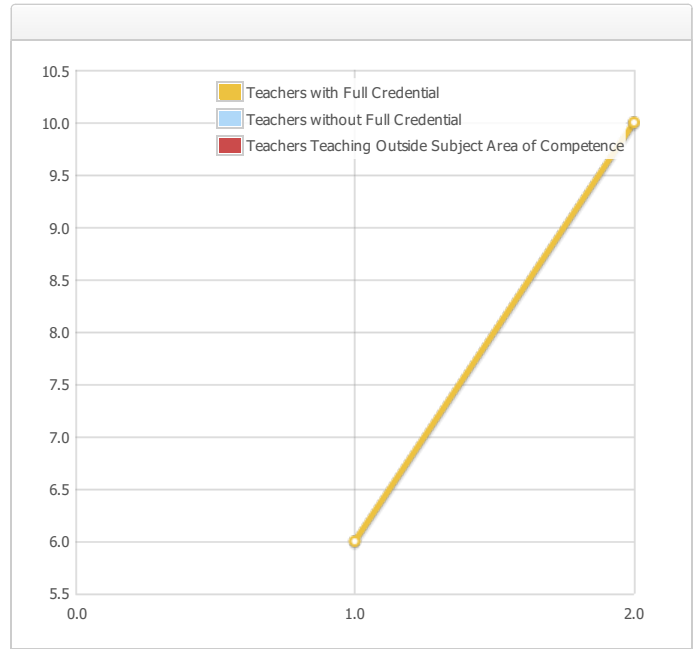
State Priority: Basic

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

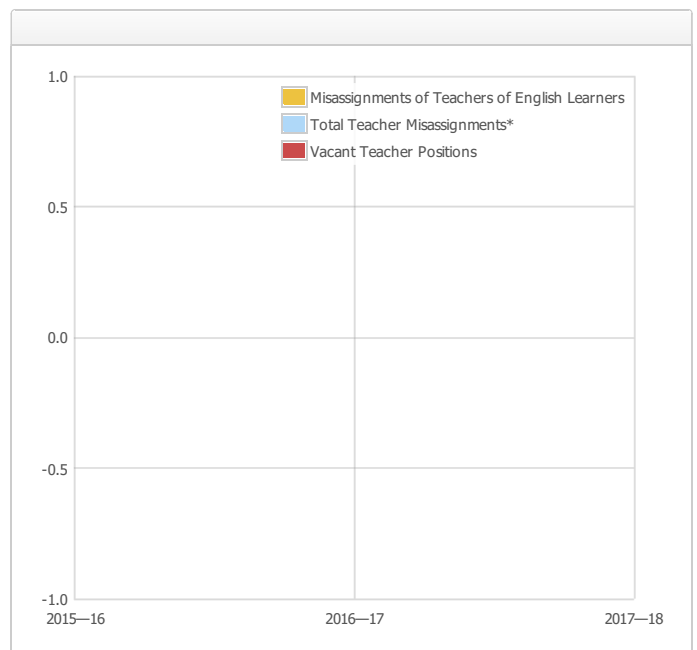
Teachers	School 2015—16	School 2016—17	School 2017—18	District 2017—18
With Full Credential		6	10	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/4/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015—16	2016—17	2017—18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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: 1/4/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017—18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For 6th and 7th grade we use Expeditionary Learning Common Core Curriculum and their grade level novels, trade books, and other resources as 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 with lexile growth.	Yes	0.0 %
Mathematics	For 6th and 7th grade, 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 students with multiplication and division fluency, we also use XtraMath and to reinforce grade level lessons, we supplement with Khan Academy . Lastly, we also use Ironbox Education 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 students. Resources that we use are Kesler Science , Mosa Mack , and Oakland Unified's 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 grade students use Houghton Mifflin Harcourt's Middle School World History (2018) All students receive their own textbook.	Yes	0.0 %
Foreign Language			0.0 %
Health	The middle school courses by Lions Quest Curriculum and Sanford Harmony Curriculum. All students receive a copy of the required resources.	Yes	0.0 %
Visual and Performing Arts			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: 1/8/2018

School Facility Conditions and Planned Improvements

GALS was located on a Prop 39 District site for the 2016-17 school year. The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial 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: 1/4/2018

School Facility Good Repair Status

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

Overall Rating	Good
----------------	------

Last updated: 1/4/2018

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 (School Year 2016—17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015—16	2016—17	2015—16	2016—17	2015—16	2016—17
English Language Arts / Literacy (grades 3-8 and 11)		30%		40%		48%
Mathematics (grades 3-8 and 11)		19%		30%		37%

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: 1/4/2018

Career Technical (CTE) Education Programs (School Year 2016—17)

This is not applicable to Girls Athletic Leadership School Los Angeles

Last updated: 1/4/2018

Career Technical Education (CTE) Participation (School Year 2016—17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/4/2018

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

UC/CSU Course Measure	Percent
2016—17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015—16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016—17)

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
-------------	--	--	---

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: 1/4/2018

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 2017—18)

Parents contact the school principal to engage in any of the following: advisory council, school site council, classroom volunteer, office volunteer, supervision volunteer, fund raising, 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 are sent home each week with students. In addition, GALS posts these weekly bulletin online on the school website (galschoolsla.org) under the 'parent newsletters' tab. Additionally, meal plans are sent home monthly.

State Priority: Pupil Engagement

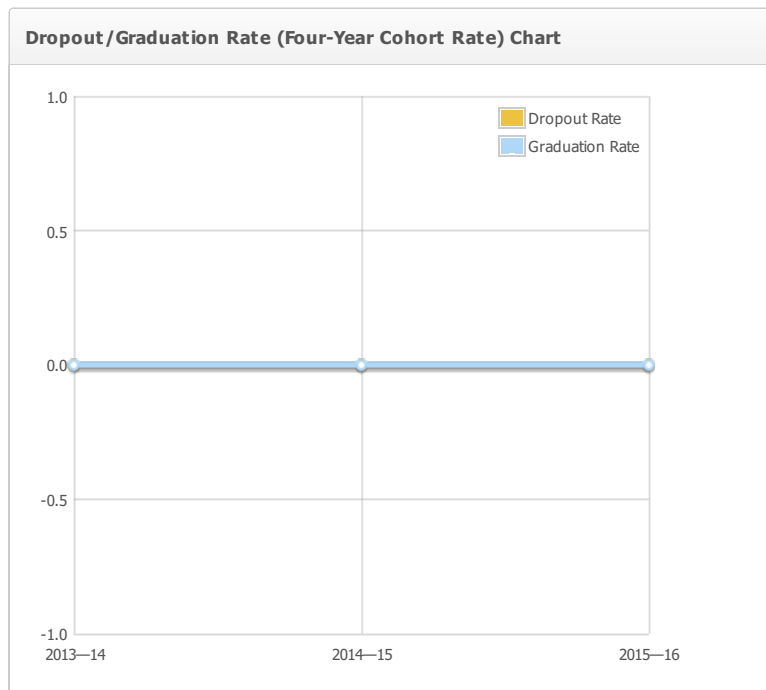
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2013—14	School 2014—15	District 2013—14	District 2014—15	State 2013—14	State 2014—15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	70.0%	72.0%	81.0%	82.3%

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.0%	0.0%	9.7%
Graduation Rate	0.0%	75.0%	83.8%



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

Last updated: 1/4/2018

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

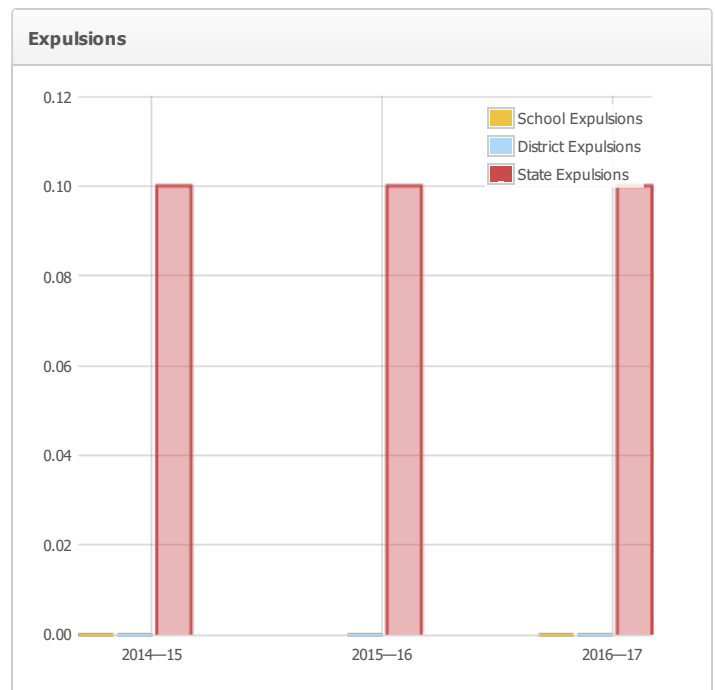
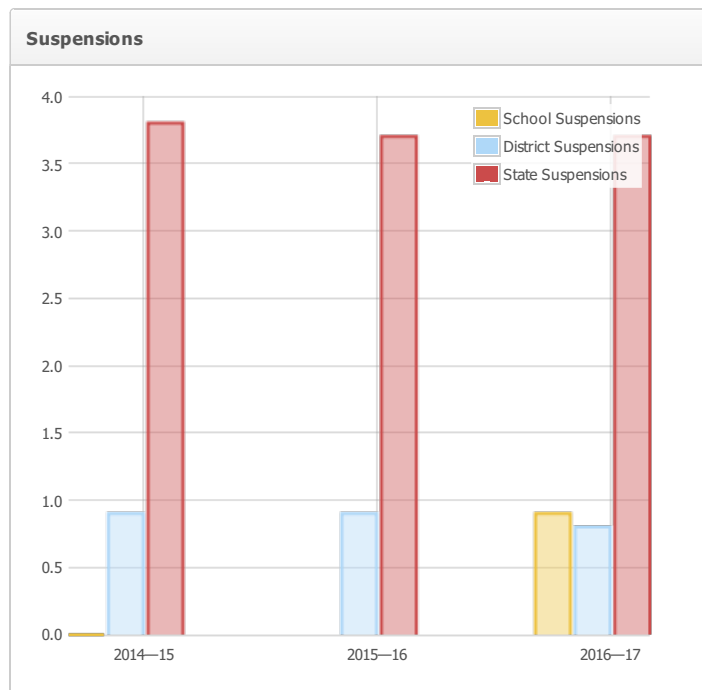
State Priority: School Climate

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	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17
Suspensions	--	--	0.9%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

School Safety Plan (School Year 2017—18)

Our school makes every effort to provide a safe, clean environment for learning. Girls Athletic Leadership Los Angeles follows the school safety plan and was reviewed with the staff in August prior to the first day of school. Emergency drills are routinely held for earthquake, fire preparedness and lockdown procedures for our students and staff.

Last updated: 1/4/2018

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)

Grade Level	2014—15				2015—16				2016—17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	19.0	15	14	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/4/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014—15				2015—16				2016—17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0				19.0				19.0	4		
Mathematics	19.0				19.0				19.0	4		
Science	19.0				19.0				19.0	4		
Social Science	19.0				19.0				19.0	4		

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

Last updated: 1/4/2018

Academic Counselors and Other Support Staff (School Year 2016—17)

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: 1/4/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015—16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$1.0	\$1.0	\$1.0	\$1.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	-199.9%	-200.0%

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

Last updated: 1/4/2018

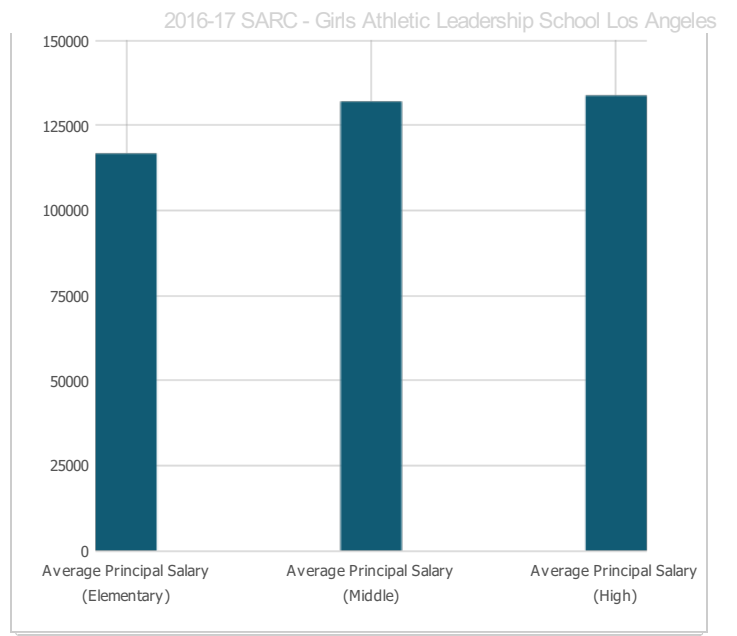
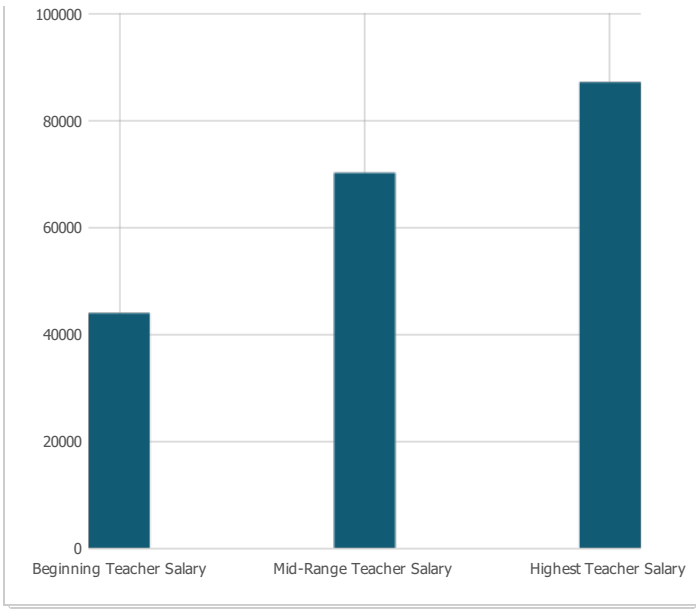
Teacher and Administrative Salaries (Fiscal Year 2015—16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	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: 1/4/2018

Advanced Placement (AP) Courses (School Year 2016—17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/4/2018

Professional Development

GALS LA opened in the fall of 2016 and has a dedicated minimum of 2 weeks of professional development over the summer plus an additional eight data days for professional development. . Professional Development is delivered in 3 ways: after school workshops, conference attendance, and individual goal setting. Teachers attend CAASPP sponsored and facilitated workshops specific to their content area. Teachers meet weekly at school on Tuesday from 2pm to 4pm, afterschool. Teachers are supported during implementation through individual observation-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 the IABs is used to assess how to adjust instruction to better serve the individual needs of the students. Data from online learning programs such as Achieve3000 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 toward 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: 1/4/2018