

Girls Academic Leadership Academy Mid-cycle School Progress Report

2328 St. James Place, Los Angeles, CA 90007

**Los Angeles Unified School District
March 26th, 2025**



**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Table of Contents

I. School Description	3
Dashboard Indicators, Student Achievement Data and Implications	
II: Significant Changes and Developments	7
III: Engagement of Educational Partners in Continuous School Improvement	9
IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA	10
V: Schoolwide Action Plan/SPSA Refinements	22

I: School Description

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion. Include CA Dashboard Summary Data and other important local data.

Key information about Girls Academic Leadership Academy:

- In April 2015, the Girls Academic Leadership Academy (GALA) school proposal, researched and written by Dr. Hicks, providing an all-girls school within LAUSD was presented to the LA School Board. The proposal was unanimously approved. Dr. Hicks was appointed the founding Principal. GALA opened in August 2016 with grades 6 and 9. GALA continued to grow by two grade levels each year to span grades 6 through 12 with its first graduating class in 2020.
- The single-gender model is based on research from the International Coalition of Girls Schools <https://girlsschools.org/> on the efficacy of single-gender schools as well as experience and high performance rates from the Young Women's Leadership Schools in New York <https://www.tywns.org/> and Texas <https://youngwomensprep.org/>.
- GALA is geographically diverse. Students currently come from 115 zip codes and 140 feeder schools in the Los Angeles area including students on interdistrict permits from Glendale, Culver City, and Inglewood school districts. GALA applied for and received the Transportation Opportunity Program in 2023 and during the 2023-24 school year bus transportation was provided to GALA students by LAUSD. Until 2023 students applied for the school through an independent process that included randomization. Starting in 2023 GALA became a part of the eChoices process within LAUSD with the district running the randomization process.
- Based on gender inequity in student math and science test scores across LAUSD and the need for females in STEM fields in California, GALA was initiated as a STEM focused college preparatory school. The first graduating class in 2020 and all subsequent graduating classes have a 100% graduation rate. The college acceptance rate has ranged between 98 and 100%. A majority of students are first generation college going students who plan on entering STEM fields.
- In addition to being STEM and all-girls, GALA is based in the philosophy of growth mindset as evidenced by the schoolwide Equity Grading and Instruction (formerly mastery grading), as well as a Social Emotional Learning frame exemplified by our schoolwide advisory program.
- To learn more about our history, mission, core values, and schoolwide learner goals: [GALA WASC Self-Study Report 2022](#).

Current Enrollment & Staffing

See linked [Demographic Data](#) charts for a breakdown of Girls Academic Leadership Academy as a whole school.

- Our school is a span school grades 6-12. If divided by traditional middle and high school categories, our enrollment is
 - **339 middle school** (grades 6-8)students
 - **381 high school** (grades 9-12) students
- Certificated Staff - 1 principal, 2 assistant principals, 1 intervention coordinator, .5 Title 1 coordinator, 31.5 teachers, 2 resource specialist program teachers, 2 California Technical Education teachers, 3.5 counselors.
- Classified staff - 1 School Administrative Assistant, 2 Senior Office Technicians, 2 school climate advocates, 2 campus aides, 2 special education aides, 1 plant manager, 1 buildings and grounds worker, 1 cafeteria manager, 3 cafeteria workers.

Student Demographics

See Girls Academic Leadership Academy [Demographic Data](#) for detailed enrollment and demographic data (ethnicity, language, gender, free/reduced price meals, language proficiency) for each year from 2020-2023

- **English Learners (Emerging Bilinguals)** - **3 middle school** students- 0.8%; **2 high school** students- 0.5% (as of 9/16/24)
- **Special Education** - **16 middle school** students- 4.7%; **23 high school** students- 6% (9/16/24)

- **FRPM Eligibility** - 56.18% of our students qualify for free or reduced priced meals in 2024-25.

Dashboard Indicators, Student Achievement Data, and Implications

SBAC Data

<ul style="list-style-type: none"> • SBAC results with breakout scores for subgroups • SBAC ELA Results • SBAC Math Results 	<p>Since the 2022 WASC report was written, GALA has seen gains in the already high SBAC English Language Arts test scores at all grade levels. Two and a half to three times as many GALA students are at the “exceeding standard” level relative to students in California as a whole.</p> <p>For SBAC math scores, steady gains are also evident, with GALA “exceeding standard” one and a half to two and a half times the California data as a whole. Scores for Black/African American students have shown significant progress but are still an area of focus and part of our action plan.</p>
--	--

CAST Data

<ul style="list-style-type: none"> • CAST results 2022-2024 	<p>For the CAST science assessment scores, consistent gains are also evident, with GALA “exceeding standard” one and half to two and a half times the California data as a whole for both grade levels (8th and 11th) tested.</p>
--	---

ELPAC Data

Emerging Bilingual Data	<p>Although GALA has had very few students classified as Emerging Bilinguals (EB), overall, these students have consistently shown improvements on the English Language Proficiency Assessments for California (ELPAC). Due to the rigor of reclassification, while students may not necessarily reclassify, our EB students have demonstrated gains on the ELPAC each year.</p>
---	--

Reclassification Rates

<ul style="list-style-type: none"> • Reclassification Rate 2021-24 	<p>Our reclassification rate has decreased over the last three years. Between SY 2021-22 and 2023-24, LAUSD has changed the criteria for reclassification. In 2021-22, students were required to pass the ELPAC and Scholastic Reading Inventory (SRI), while receiving a C or better in English. The following year, LAUSD replaced the SRI requirement with a “reading growth measure.” At the end of SY 2022-23, LAUSD replaced the reading growth measurement with an overall i-Ready score of “Approaching Grade Level Performance Level or Higher.” Changing reclassification criteria three times in as many years has been a challenge for both students and teachers to adjust to different tests in consecutive years. Our EB students consistently pass their English classes with a “C” or better but the new assessments are proving difficult. Our EL coordinator works consistently with our students and we expect to see higher passage rates as teachers and students get used to the new exams.</p>
---	--

Graduation Rates and Chronic Absenteeism Rate

<ul style="list-style-type: none"> • Graduation Rate • Absenteeism Rate 	<p>GALA continues to graduate 100% of students, the result of seven years of stressing the importance of high school graduation by their counselors, teachers, staff, and in most cases, families as well. Intervention meetings put a particular focus on students with D and Fail grades in academic courses and how to support them through graduation.</p> <p>Middle and high school students meet annually with their counselor and parent/guardian to map out student interests, outline mandatory courses, and track progress toward graduation through an Individual Graduation Plan.</p> <p>Post-COVID lockdown, students were more likely to stay home from school if sick. However, a schoolwide focus on improving attendance for well students succeeded in making some gains in attendance rate over the past three years. The addition of the TOPS transportation program providing busing for all students has also had a positive effect on our absentee rate.</p>
---	---

Advanced Placement

- [AP scores](#)

As students who have attended GALA for all of their middle school and high school years moved into filling the upper grades, extraordinary gains were made in Advanced Placement (AP) courses. Our ELA curriculum grades 6 through 10 is the college board Springboard curriculum which helps prepare students for the rigor of ELA and History courses. Our College Prep Math curriculum also prepares our students for the rigor of high school math courses. Our science curriculum is Stanford Scale which is interactive and project based preparing our students for the rigors of AP classes. Most students take AP Biology in 9th grade as the entry level AP course. The study skills they learn in this course sets them up for success in other AP courses. There is more variety in the AP courses offered, a greater number of AP exams taken, and higher scores in most disciplines. GALA's AP qualifying rate (score of 3+) exceeds the College Board average in almost every subject, often by a wide margin. This is especially significant as GALA allows any student who wants to challenge themselves to enroll in AP classes. There are no prerequisites.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit.
- Describe the impact these changes and/or developments have had on the students, school, and/or staff.

Significant Change & Brief Description	Impact
<p>Move from a co-located campus to an Independent Campus</p>	<p>The GALA school plan adopted in 2015 provided for GALA to have an independent space. However, the superintendent placed GALA as a colocation on the campus of Los Angeles High School, a comprehensive co-ed high school. Initially GALA had one building on the campus with a separate entrance, but as GALA grew in enrollment and LA High School decreased in enrollment, GALA's footprint on the campus grew from 11 classrooms to 32 classrooms.</p> <p>During the 2021-22 school year, the Region West superintendent, based on lower enrollment in several schools and the increase in enrollment at GALA, explored moving GALA to its own campus, essentially closing another school. The LAUSD Superintendent Carvahlo did not agree with closing any schools but did agree that GALA needed its own campus. When Superintendent Carvahlo reconfigured the district from six to four regions, the Region Central offices located at a former special education campus, Frank Lanterman High School, became available.</p> <p>The district approved bond money to reconfigure the campus to accommodate GALA. The reconfiguration has a span of three years. In 2023-24 the former Region Central offices were reconfigured to classrooms so that GALA could move into the campus in the summer of 2024. The current configuration is less than ideal with 31 teachers in 24 classrooms, which necessitates sharing of classrooms and traveling teachers. The new campus also lacks a gymnasium. The second reconfiguration phase includes additional bungalows to provide all teachers with classrooms and a full chemistry lab.</p> <p>The addition of a multipurpose room (Hicks Hall) that seats 1,000, has allowed GALA to hold grade-level assemblies, performances, regional robotics tournaments, and provide in-person tours which were previously unavailable due to sharing a campus with LA High, and the small size of the LA High School auditorium. For administration and out-of-classroom staff, the change has required far less supervision of students between classes, and far fewer disruptions to the school day for safety-related issues. Families are very positive about the move and students are excited to have their own campus. The location is significantly placed right next to Mount Saint Mary's University, a single-gender Hispanic serving private institution with which GALA had a long-term partnership. The schools are exploring a stronger relationship through a memorandum of understanding (MOU).</p>

<p>Bus Transportation provided to all students</p>	<p>In 2022 LAUSD initiated the Transportation Opportunity Program (TOPS). GALA applied for and received admissions to the TOPS program which has provided transportation for all students who requested it. In 2023-24 approximately 493 GALA students used the district bus service. With the move in location, the number of GALA students using district buses increased to 633 in 2024-25.</p> <p>District buses for our students have had a major impact on our primary intervention, after-school office hours. Since the school began in 2016-17, teachers have offered after-school office hours for student intervention, demonstration of mastery, and tutoring. Fewer students stay for intervention due to the lack of a late bus. The district is offering a late bus beginning January 2025, but in the meantime teachers are finding alternative ways to provide intervention during the school day. This includes more intervention within the class and office hours during lunch and before school.</p> <p>The TOPS program has improved overall attendance at the school, although decreasing chronic absences remains a goal.</p>
<p>Local School Leadership Council (LSLC) established</p> <p>https://www.galacademy.org/lslc</p>	<p>Starting in 2023-24, the Local School Leadership Council (LSLC) was established. LSLC is a shared decision-making body composed of the principal, the United Teachers Los Angeles (UTLA) union chapter chair, seven educators, five parents, one student, and one classified staff member. Except for the principal, members serve a one-year term, and meetings are in-person for two hours once/month. Meetings are public and open to anyone in the GALA community. Meeting minutes and agendas are posted on the school website and in the weekly newsletter.</p> <p>LSLC authority is given by the LAUSD/UTLA contract and includes staff development, student discipline guidelines, schedule of school activities, use of school equipment, specific school budgets, and daily schedules.</p> <p>LSLC has increased stakeholder input and has produced policies such as the academic integrity policy and copy machine policy. A faculty professional development committee has existed since 2016, however, the LSLC professional development committee has taken responsibility for the 19 unassigned professional development meetings. All other professional development is mandated by LAUSD. The scheduling committee has provided finals and special bell schedules.</p>

<p>LAUSD District Centralization</p>	<p>Superintendent Carvahlo has initiated the centralization of LAUSD which includes mandated professional development topics, mandated meetings at the same time for all schools as well as less support for school-initiated innovation. The effect upon GALA has been a change in our schedule from a late start on Monday to Tuesday early release for professional development as well as mandated rather than school-initiated topics.</p> <p>When GALA moved locations, the district authority moved from Region West to Region South working with a different Regional Superintendent and different School Board members (District 1 to 5). The loss of these long-standing relationships has caused a difficult transition during the centralization process.</p>
---	---

III: Engagement of Educational Partners in Continuous School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
 - **How were educational partners involved in developing the schoolwide action plan/SPSA?**
 - **How were educational partners involved in implementing and monitoring the schoolwide action plan/SPSA?**
 - **How were educational partners involved in the preparation of the progress report**

Our WASC action plan is reviewed each year during faculty PD meetings. The action plan is referenced for master schedule, professional development schedule and fiscal decisions. Additionally our WASC Action Plan is reviewed as we align our action plan with our SPSA and LCAP Goals.

For the development of the SPSA, stakeholders were provided multiple opportunities to provide feedback regarding the analysis of data and the creation of goals. Within this process, multiple meetings were held with our SSC, as well as student and parent groups to gather feedback on data, comprehensive needs assessment, and budget development. The feedback gathered from stakeholder groups during meetings was presented to our SSC, which they took into consideration when creating the SPSA goals and budget development.





The SPSA was shared with stakeholder groups via Schoology, made available in the main office in English and Spanish and also is available by request from our Title I Coordinator. All SSC meeting agendas and notes are posted on our website and announced in weekly newsletters. Teachers, coordinators, and administrators were made aware of the measurable outcomes for each criterion of the SPSA. Administrators and Coordinators monitor the implementation of the SPSA by conducting classroom visits, reviewing data and reexamining supports in areas of need.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Goal #1: Increase student mastery in <u>mathematics</u> standards, foundational skills and the transfer of mathematical knowledge to multiple disciplines.	
Progress/Actions by Year	Evidence
<p><u>Math Standards</u> 2021-22 Mathematics teachers provide after school office hours to assist students with learning targets not yet mastered. Increased and maximized the push-in services of special education teachers (RSP) and assistants in the general education math classroom to improve outcomes in math for all students. These professionals are seen as additional teachers and they often help students not on their caseload. Increased support for students enrolled in the RSP Learning Center elective course. Mathletes elective was added for high school intervention. Math Lab elective for middle school intervention. The Black Student Achievement Program (BSAP) commenced at GALA and provided impetus to focus on our Black students' achievement in math.</p> <p>2022-23 The BSAP program provided GALA with an additional counselor who could support our Black students. The counselor worked with the middle school math teacher to provide additional social emotional and academic assistance in math classes. We continued to refine and improve delivery of services by special education staff both in the general education math classroom and in the RSP Learning Center elective course.</p> <p>Changed Mathletes to Math Lab for high school. To help support math instruction, GALA created middle school and high school math coach positions.</p> <p>LAUSD, including GALA, adopted the use of i-Ready for assessment and intervention.</p> <p>2023-24 GALA continued to use i-Ready assessments. The faculty met in February 2024 during professional development to review i-Ready assessment data. Math teachers started i-Ready data talks with students and families to inform them of assessment results. Middle school math teachers required students to complete assigned i-Ready lessons. Some middle school teachers used the IReady assessment data to focus lessons on improvement areas and develop groups to help support students on an individual and group level.</p>	<ul style="list-style-type: none"> • i-Ready scores • CASSPP scores • Math 6 Intervention - Probability • Math 6 Intervention - Ratios • GATE report • i-Ready test results PD

<p>2024-25 The math coach position was changed to math interventionist. The interventionist works with small groups of students to provide intervention and acceleration. Math teachers continue i-Ready data talks with students and families. The math department has indicated their support for adding the accelerated 6th grade pathway in 2025-26.</p>	
--	--

<p>Analysis of Overall Progress (Impact)</p> <p>GALA is seeing math gains in all subgroups over SBAC test scores from three years ago, especially in our Black/African American and Hispanic students. Our students outpace California and national average benchmarks. The math department struggled a bit with the concept of a math coach. In the first year the coaches primarily coached teachers and helped to provide time for teachers to provide peer review and feedback. In the second year the math coach provided intervention techniques and strategies for teachers and did some in class intervention for students. The middle school coach focused time on our Black/African American students with the assistance of the BSAP counselor. In 2023-24 the math department analysed i-Ready results and provided i-Ready lessons in middle school with fidelity resulting in gains between the beginning and ending of the year particularly for our Black/African American student subgroup This year the coach has been redefined as an interventionist and is assisting with lessons focusing on the 6th grade. Based on student and parent requests as well as our goal of providing additional rigor for those students meeting or exceeding standards, the math department will add the highly accelerated pathway in the course offerings in the 2025-26 school year. This will allow our students with a high interest in math to complete Geometry in middle school.</p>

<p align="center">Goal #2: Continue to develop strategies based in social emotional learning to address the needs of students who are chronically absent.</p>	
<p align="center">Progress by Year</p>	<p align="center">Evidence</p>
<p><u>Advisory Curriculum - building the basis for students feeling a connection to school</u></p> <p>Yearly</p> <p>Through our Rose,Bud Thorn process at the end of each semester, teachers give feedback on the advisory curriculum. Building our student connection to school increases attendance and minimizes chronic absenteeism.</p> <p>2021-22 Advisory committee overview of advisory created with monthly themes, weekly quotes and daily schedule Teacher PD during summer orientation and PD sessions during the year.</p> <p>2022-23 Advisory Committee re-designs curriculum by grade level to make it more relevant and developmentally appropriate. Advisory committee added grade level Naviance and college lessons.</p>	<ul style="list-style-type: none"> • Advisory pacing calendar •  Advisory Overview 2021-2022 •  Advisory Curriculum Committee Pl... •  Advisory Curriculum Committee Pl... • Advisory Curriculum • Chronic Absenteeism Data •  GALA_Monthly Student Attendanc... • Sample uncleared absence notices • September 15, 2024 newsletter • October 27, 2024 newsletter • Counseling department annual goal • Grade level expectations slideshow

2023-24

Implementation of grade level curriculum
Establishment of two experienced advisory coaches

2024-25

Refinement of advisory coaches role

Schoolwide Attendance Focus**2022-23**

Attendance team is formed consisting of counseling staff, PSW, senior office tech, PSA and administrator. Team members call families of students who are on the chronic absence report to discuss absenteeism. PSA and counselor made home visits to two families of students who were chronically absent. Data is monitored monthly. Sample plan and goals provided without student information.

2023-24

In order to streamline the process to clear absences, the school created a dedicated email account for parents to submit attendance clearance notes. The Attendance Team continues to meet monthly to discuss students who are chronically absent and possible interventions. Each member of the committee takes responsibility for a group of students to check in with and support.

Transportation Opportunity Program (TOPS) provides busing for the majority of the students starting in 2023-24 (approximately 6 out of 7 GALA students are signed up for TOPS in 2024-25).

2024-25

Uncleared absence reports are sent home with students for parents/guardians every 5-week grading period. Students are not permitted to participate in school events (such as Homecoming Dance) without clearing absences.

Celebration events every 25 days of school to promote the importance of good attendance and recognize students with excellent attendance (96%+). These celebrations are advertised in school as well as in the weekly newsletter to GALA families.

The counseling team has identified their annual department goal for the 2024-25 school year to support a targeted group of 11th and 12th grade students to decrease chronic absenteeism.

Fall 2024 the counseling team started the school year with a Setting Expectations Assembly where the high school counselor explained LAUSD attendance goals, tiers, and meaning of excused vs unexcused codes to students and parents.

Fall 2024 initiative to create a culture of attendance is rewarding students with perfect attendance in advisory classes with certificates of recognition.

Analysis of Overall Progress (Impact)

GALA is seeing steady improvement in attendance as well as a reduction in chronic absenteeism from three years ago. Our students outpace California and national average benchmarks for attendance. Our advisory committee has worked diligently to refine our curriculum by grade level and provide more emphasis on building community and connections rather than focusing on project completion. Our attendance team meets monthly to discuss data, focus on goals, discuss our communication with families and document our efforts over the year. This focus on attendance and data accountability has helped us to focus on early intervention and is improving our data. This year we have increased our communication with GALA families regarding attendance expectations and have provided incentives and disincentives. The GALA TOPS transportation has allowed most students to receive transportation to GALA so there is less reliance on parent-provided carpooling and public transportation which was a challenge for many of our students. While it is too soon to gauge the impact of the new attendance communication and policies, we believe these new efforts will allow the school to continue to see improvements in attendance.

Goal #3: Refine our mastery learning and standards based grading rubrics within content areas to provide greater consistency across departments and more clearly articulate the grading process to students and parents

Progress by Year	Evidence
<p><u>Mastery Learning (EGI)</u> 2022-23 EGI Common Rubric EGI Champion established by the district. A GALA teacher was chosen and received training. GALA Mastery grading retreat established common rubric and grading practices across the school. Common rubric defined and used in syllabus, new teacher training, new student and parent training.</p> <p>2023-24 Department retreats: Math Department retreat to align mastery learning and grading practices in math classrooms, as well as align procedures to review i-Ready results with students.</p> <p>Science Department retreat to discuss standards for scientific writing and the vertical alignment through middle school. Also discussed was incorporating those standards into CER rubrics and also common sentence starters that can support students with scientific writing.</p> <p>History Department retreat to develop ways to use common learning targets that are aligned with historical thinking skills used in Advanced Placement history classes.</p> <p>PE Department met at the end of the 2023-24 school year to create a curriculum map for middle school and high school PE classes.</p>	<ul style="list-style-type: none"> ● Math Retreat Slideshow 2023 ● 11/3/24 Science Retreat Notes ● Fall 2024 English Retreat Notes ● History Department Common Learning Targets ● PE Vertical Alignment ● Spanish Language Learning Targets ● Mastery Retreat Planning ● GALA 101 student/parent gradin...

Spanish department held a retreat focused on developing consistent learning targets for Levels 1-3 that are aligned with California Spanish Language Development Standards (SLDS).




2024-25

English Department retreat in September 2024 discussed standards for reading and writing and vertical alignment from middle school through high school.

Analysis of Overall Progress (Impact)

In 2023 LAUSD, recognizing the need for all schools to move towards Equity Grading and Instruction (EGI) provided funding for a stipend for a teacher at each school to become an EGI champion. For the first year district training was not very useful as GALA has practiced EGI since 2016. In subsequent years sharing best practices from school sites has been helpful for our EGI champion. Our school embraces the philosophy of growth mindset and EGI but struggles with the individual needs of the departments. As a school we developed a common rubric for semester grades through meetings of the EGI committee representing all departments in the school. Having a common rubric across the school has helped our students and parents better understand the EGI grading practices. Teachers use common language in syllabi and during explanations of our grading system. Students and parents receive information about the EGI practices during admissions tours and new student and parents orientation. Since 2022, GALA has provided time and compensation outside of school hours for departments to meet and create common learning targets and rubrics. There is also scheduled department time during the PD time for this purpose. Math, English, Science, Physical Education, and History Departments have met to create learning targets and vertically align curriculum.. Our departments have done a great job of aligning learning targets but are still working together on defining mastery by examining student work. Administrators are using the My Professional Growth platform (MyPGS) for informal observations which take into consideration the implementation of learning targets. Moving forward we hope to spend more time examining student work to refine our understanding of what constitutes mastery within each grade level and department.

Goal #4: Sequential development ([alignment](#)) of critical thinking skills and academic knowledge as a continuum from 6th to 12th grade preparing students for the increased academic rigor of AP courses and college entrance criteria.





Progress by Year	Evidence
<p><u>Alignment of Critical Thinking Skills</u> During dedicated department meetings and department retreats, GALA departments have been meeting to align learning targets from 6th thru 12th grades.</p> <p>2021-2022 The Math Department held a retreat to vertically align curriculum such as prime factorization and operations with integers. Math teachers and computer science teachers joined to discuss vertical alignment with courses and rubric grading between classes.</p> <p>The English Department Retreat focused on vertical alignment of skills grades 6-12.</p> <p>2022-23 The Science Department retreat worked on establishing standards for scientific writing and vertical alignment through middle school. Also discussed was incorporating those standards into CER rubrics and using common sentence starters that can support students with scientific writing.</p> <p>District initiated Plan Do Study Act Cycles (PDSA) started in departments. All departments focus on math and ELA skills</p> <p>2023-24 The PE Department retreat in June 2024 worked on vertical alignment of skills grades 6-12.</p> <p>The History department retreat worked on adapting writing rubrics from AP World and AP U.S. History to middle school providing backwards planning for the skills needed in AP.. They also decided to use Document Based Question format for essays across all grade levels.</p> <p>The English Department retreat focused on 9th and 10th grade students practicing the concepts and skills sharpened and elaborated on in AP Seminar, AP English Language and Composition, and AP Psychology, such as logical fallacies, cognitive bias, and motivated reasoning.</p> <p>Plan Do Study Act Cycles continue through departments</p>	<ul style="list-style-type: none"> • History Department Common Learning Targets • Math Retreat Notes 2021 • Math Retreat Notes 2022 • PE Department Retreat Notes • Science Department Notes • English Department Notes • Logical Fallacies • Spanish Department Retreat Notes • AP exam scores •  2023-24 Department Meeting... •  ELA Dept. Meeting Notes 8.3... •  2024-25 Department Meeting...

Analysis of Overall Progress (Impact)

In 2022 our school embarked on the process of backwards planning for AP classes. Our Springboard College Board Curriculum in English and CPM curriculum in math were a good start but we examined how we can align all the skills needed from grades 6 through 12. In departments, teachers discussed what writing skills students might need to be successful in AP Research or APUSH as well as what skills students might need to be successful in AP Calculus or AP Statistics in math and AP Chemistry or AP Biology for Science. We also discussed strategies as a whole school such as using Claim Evidence Reasoning for all writing across the school.

By aligning middle school and high school curriculum that reflects the rigor necessary to succeed in college preparatory and Advanced Placement classes, GALA has seen improvements in our AP scores, more AP exams taken by students, and more high school students enrolling in AP classes. Students have the skills necessary to be successful in these classes and since we have no barriers to AP classes, any student may take AP, this is especially important for our students who may need the prerequisite skills. By 2023-24, GALA's qualifying scores for many AP exams were above College Board averages. We still have work to do in deciding what skill aligns for each grade level especially as we deepen the rigor across the school.

Visiting Committee Recommendation #1: Secure consistent time for GALA faculty to collaborate, participate in professional development and develop 6-12 articulated curriculum and assessments.

Progress by Year	Evidence
<p><u>Faculty PD and Collaboration</u> 2021-22 PD schedule provided time for departments, grade level teams and intervention teams to meet on a regular basis. BSAP program introduced. After every grading period (approximately 5 weeks), faculty meets to discuss grades and intervention.</p> <p>2022-23 PD schedule provided time for departments, grade level teams and intervention teams to meet on a regular basis.</p> <p>The PD committee provided PD based on teacher requests. Faculty received continuing education in socio-emotional learning from Dr. Joelle Hood of Thriving Youniversity. District BSAP office provided training in Culturally Responsive Pedagogy.</p> <p>Mandatory PD from District with four lessons on Implicit Bias.</p> <p>2023-24 PD schedule provided time for departments, grade level teams and intervention teams to meet on a regular basis.</p> <p>PD committee provided PD based on teacher requests</p> <p>Mandatory PD from District- Our Anti-Racist Journey, Operational PD and PDSA cycle</p> <p>2024-25 PD committee of LSLC established Mandatory PD and PD time from district- centralized PD</p>	<p>Department Meeting Notes</p> <ul style="list-style-type: none">  Teacher PD 2021-22-1.docx  Teacher PD 2022-23.docx  Teacher PD 2023-24 GALA.d...  Teacher PD 2024-25 GALA.d... <p>Sample intervention and grading review.</p>

Analysis of Overall Progress (Impact)

Tuesdays are now designated days for professional development (PD). Prior 2024-25, faculty met for professional development on Monday mornings before classes began. As of 2024-25, the school district required all schools to adhere to Tuesday afternoons after school ended. While district mandated professional development has not always aligned with the professional development needs of our faculty, our Professional Development Committee has made efforts to plan and arrange professional development that meets the needs of the faculty, such as socio-emotional learning and culturally relevant pedagogy training. Teachers also introduce proposals to the Professional Development Committee for consideration of other topics. However, the increased number of district-mandated PDs has severely limited the available days for teacher-requested PD topics.

Visiting Committee Recommendation #2: Provide professional development in areas related to WASC Goals including, but not limited to, mastery based grading, best practices in scaffolding lessons and developing rubrics.

Progress by Year	Evidence
<p><u>PD related to EGI</u> 2022- 23 GALA selected a district-certified teacher to be the school’s Equity Grading and Instruction (EGI) Champion (2022-23 Kevin Koda, 2023-present James Harpole) to mentor other teachers in the implementation of mastery grading practices at the school as well as receive additional training and support from LAUSD.</p> <p>The EGI committee formed to plan facilitation of the 2023 Mastery Retreat in order to share mastery grading best practices and implementation for faculty. Most faculty came to the retreat and we were able to develop a schoolwide grading rubric</p> <p>EGI training included in our new teacher orientation.</p> <p>2023-24 EGI champion provided professional development to faculty on EGI and using rubrics.</p> <p>2024-25 2024-25, our EGI Champion has been coaching individual teachers and departments in implementing mastery based learning and grading in the classroom.</p> <p>Faculty met in November 2024 to review mastery grading concepts and to meet in academic departments for collaboration to create common rubrics and learning targets.</p>	<p>Mastery Retreat planning notes</p> <p>Mastery Retreat Summary</p> <p>November Professional Development</p> <p>EGI Review Slides</p> <p>EGI Champion Work Log</p>

Analysis of Overall Progress (Impact)

Since the last WASC report, GALA has formed a core group of mastery-proficient teachers to educate and lead professional development for best practices in implementing mastery learning and grading practices in classrooms. Although teachers have autonomy in assigning grades, the faculty has come to a consensus on a method to convert a four point mastery grading scale to a letter grade as well as implementing practices that reflect mastery principles, such as multiple opportunities to demonstrate mastery. As a result, there is more consistency of what constitutes an A, B, C, etc. This has made grades on report cards more transparent for students and parents. Additionally, through grade level meetings for parents and students, communication through advisory and newsletter, parents and students are more aware of the mastery practices. Teachers are beginning to use mastery grading terms such as showing mastery instead of improving a grade to help students understand the frame of mastery. The introduction of the EGI Champion position has given teachers an additional resource for any mastery related questions, but more progress needs to be made to provide more support for teachers who are not entirely comfortable implementing mastery grading.

Visiting Committee Recommendation #3: Develop an agreed upon set of best practices for advisory that provides consistent experiences and equitable outcomes for ALL students in their social, emotional and personal development.

Progress by Year	Evidence
<p><u>Advisory practices</u></p> <p>2021-22 Advisory committee overview of advisory created with monthly themes, weekly quotes and daily schedule</p> <p>Teacher PD during summer orientation and PD sessions during the year</p> <p>2022-23 Advisory Committee re-designs curriculum by grade level to make it more relevant and developmentally appropriate Advisory committee added grade level Naviance and college lessons</p> <p>2023-24 Implementation of grade level curriculum Establishment of two experienced advisory coaches</p> <p>2024-25 Refinement of advisory coaches role</p>	<p>Advisory PD best practices</p> <p>Advisory pacing calendar</p> <ul style="list-style-type: none"> ☐ Advisory Overview 2021-2022 ☰ Advisory Curriculum Committ... ☰ Advisory Curriculum Committ... ☐ 6th Grade Advisory Curriculu... ☐ 7th Grade Advisory Curriculu... ☐ 8th Grade Advisory Curriculu... ☐ 9th Grade Advisory Curriculu... ☐ 10th Grade Advisory Curricul... ☐ 11th Grade Advisory Curricul... ☐ 12th Grade Advisory Curricul...

Analysis of Overall Progress (Impact)

Our advisory curriculum started in 2016 with the Second Step social emotional learning program and Community Circles. We quickly realized that this curriculum did not have enough depth to meet the needs of our school. We started an advisory curriculum committee that met several times during the year and had full day meetings during the summer. In 2021-22 the curriculum included monthly themes from our ELA curriculum, Springboard, a weekly schedule, a quote of the week and themed projects. The results of our faculty designed “Rose,Bud,Thorn” process done at the end of each semester showed us that our faculty felt that the advisory curriculum needed more revision with different activities for each grade level and more college focus in high school. The advisory committee held retreat days in August and December 2023 to design each grade level curriculum. Many of the aspects of the curriculum remained the same such as the monthly theme, weekly quote and daily schedule, but each grade level had different projects more in line with their age and social emotional development. These changes helped our advisory curriculum to be more cohesive and aligned to each grade level.

The training for teachers to teach our advisory curriculum occurs during new teacher orientation in the summer. Until 2023 new teacher mentors acted as unofficial coaches to newer teachers. This resulted in inconsistency in advisory practice. In 2023 when two of our original teachers completed the seven years with their advisory we did not re-assign them to new advisories and provided advisory time for them to become official coaches. As coaches they observe advisory classes, individually meet with teachers to provide coaching, and provide model lessons as needed. This peer-to-peer coaching has helped us to have much more cohesion in the delivery of advisory instruction. There is still some unevenness in the delivery of the advisory curriculum particularly with our newer teachers. We are refining the way that our coaches provide feedback and determining ways we may provide additional professional development for teachers.

Visiting Committee Recommendation #4: Identify and implement best teaching strategies and interventions that support all students in math, especially English learners and AA students.

Progress by Year	Evidence
<p><u>Math Teaching Strategies</u> 2021-22 Push in services for students with IEPs increased. RSP teacher and aides are seen as additional support within the classroom to assist all students struggling with math concepts.</p> <p>GALA designated a BSAP school by LAUSD. Culturally Responsive Pedagogy PD and BSAP lessons developed.</p> <p>2022-23 Mathletes changed to math lab. Students with additional needs for math are programmed into a math lab.</p> <p>RSP teacher started 7th period intervention period for students with IEPs needing additional scoop of instruction in math</p> <p>Math coach focused on students in BSAP program with assistance of BSAP counselor BSAP lessons continue to be developed and evaluated</p> <p>2023-24 Districtwide assessments for math and reading at beginning, middle and end of the year. i-Ready results are examined for areas of need for each student and by grade level. i-Ready lessons assigned to students who need additional assistance as well as for enrichment</p> <p>Growth in i-Ready results throughout the year.</p>	<p>BSAP lessons</p> <p>Culturally Responsive Pedagogy PD</p>

Analysis of Overall Progress (Impact)

As we examined our data as part of our initial WASC process, we realized that our African American students were not performing as well as their grade level peers. The math department determined some changes to electives including adding a math lab during 7th period for students who might need additional instruction and adding math coaching periods. Due to the demands of the master schedule for math courses including Intro to Data Science and AP Calculus and Statistics we were only able to provide one teacher with one coaching period. Initially the teacher observed classes and assisted teachers with instruction and allowed for release time for math department teachers to observe one another. In 2023-24 and 2024-25 the math coach has focused more on student intervention, pushing in or pulling out students who may need additional help. In 2022.

GALA was designated a Black Student Achievement Program (BSAP) school in 2021-22.. The BSAP program goals are to increase Black students' academic performance, social emotional awareness and

cultural identity by providing additional resources to schools with higher populations of Black students. In 2021-22 GALA was provided with an additional counselor to focus on BSAP students, professional development and time for educators to design culturally relevant lessons across all grade levels. In 2023-24 GALA was provided with a BSAP School Climate Advocate position to assist with social emotional learning and identity.

In 2022-23 LAUSD started using i-Ready Assessments and lessons for math and Reading. Students take the assessments three times during the year and are provided with i-Ready lessons to assist particularly students who are not at grade level with foundational skills. There are also enrichment lessons. Teachers may also use the i-Ready platform to develop lessons for groups of students or the whole class based on the assessment areas. Regular use of these lessons and grouping in middle school showed gains particularly between the beginning and middle of the year for our African American students and EB students. Our African American subgroup increased their standards met or exceeded scores in the SBAC by 6.5%. We need to continue to provide i-Ready lessons or other intervention programs especially for our middle school students to increase their mastery in math concepts with consistency.

V: Schoolwide Action Plan/SPSA Refinements

- Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.

We are extremely happy with our progress over the last three years. We have improved in almost all measurable goals except for our reclassification rate. This has been difficult as LAUSD has changed the reclassification procedures every year. As stated in the above account, we made significant progress in all areas of our Goal Areas of our Action Plan and in following the recommendations of the WASC visiting team.. However, we recognize that we still have growth areas. As we analyzed our data this year we developed a problem of practice understanding that while teachers are using differentiation strategies in their classrooms, based on assessment data and feedback from parents and students, we are less successful in differentiating for those students who are meeting or exceeding standards. We need to increase the rigor for all students but especially those who are meeting or exceeding standards. We are working on professional development and discussions within departments about what rigor might look like at our school. We are exploring opportunities for extended learning in the classroom, providing opportunities for all students to do extension questions as well as adding classes such as accelerated math in 6th grade to our course offerings.

The revised School Plan for Student Achievement [Girls Academic Leadership Academy](#) includes updates regarding our WASC/LCAP alignment, measurable outcome data from our WASC Action plan, and our current (2024-25) Local Control and Accountability Plan (LCAP) and SPSA. We are currently developing our 2025-26 SPSA action plan, which we intend to fully align with our WASC growth areas and serves as our Schoolwide Action Plan moving forward.

As of October 2024, GALA has met or exceeded almost all the [targeted objectives](#) outlined in the SPSA. The two areas that are currently in progress are: English Language reclassification rate and increasing the percentage of parents satisfied with the school's communication about how to support their child's learning. At the end of the 2023-24 school year, GALA's reclassification rate was 20 percent (30 percentage points below target). While the reclassification rate is somewhat skewed due to the extremely low number of ELs at the school, students are receiving support in meeting standards for both ELPAC and i-Ready assessments. The other target that has not been met yet is the percentage of parents satisfied with the school's communication. During the last LAUSD School Experience Survey in Spring 2023, GALA scored 87 percent satisfaction with middle school parents and 88 percent satisfaction with high school parents. While the middle school parent satisfaction nearly met the 88 percent goal, the high school parent satisfaction rate was below the 93 percent target. To address this, the school has started to highlight what is going on in the classrooms in the weekly newsletter that is received by GALA families.

Additionally, the Los Angeles Unified School District has required all schools to create a [PDSA \(Plan, Do, Study, Action\)](#) to identify a problem of practice, monitor progress towards addressing the problem of practice, and to make any necessary adjustments as the school year progresses. Our school-wide goals are to improve the level of rigor for our students by differentiating content for students, increasing academic discourse, and making real-world connections to the material learned in the classroom.