

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
 - 0%
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
 - 0%
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
 - 0%

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Academic Standards	1	2	3	4	5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5

Academic Standards	1	2	3	4	5
History-Social Science					5

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Since GALS is a middle school, #4 is not applicable.

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5

Activities	1	2	3	4	5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The Girls Athletic Leadership School is a middle school serving grades 6-8. As a result, we did not complete the Other Adopted Standards section as it was not applicable

Parent and Family Engagement (LCFF Priority 3)

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.					5

Building Relationships	1	2	3	4	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parent and family engagement has always been a strength of GALS. We have strong participation in our student conferences, orientation, grade level parent meetings and coffee with the Principal. Parents have access to the Principal, who is bilingual, and holds one on one meetings several times throughout the week not to mention many phone calls with parents. Parents newsletters are sent out in an application where you can change the language to whatever language you need. All other materials are provided in English and Spanish. GALS will continue to ensure that parent engagement remains strong by continuing to hold meetings, share information and make sure that parent voices are heard.

During the 2020-21 school year, GALS administered the School Experience Survey, an annual survey administered in the fall to all LAUSD schools. Survey results provide schools with important feedback from teachers, staff, students and parents. GALS will continue to administer this survey in future years.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

GALS has a School Site Council, a Title I Parent Council, as well as monthly Coffee with the Principal meetings. The Principal's door is always open and one-on-one parent meetings take place frequently throughout the school week. All of these Councils and meetings are geared towards improving collaboration between parents, students and staff.

This year, GALS ensured that all students who needed them had a Chromebook and a hotspot to use at home. GALS plans to continue this into the new school year and beyond.

When a student is struggling, the teachers and an administrator will meet with the parents to put together a Student Success Plan collaboratively. This is important to reaching the best outcomes for the student.

In terms of parent advocacy, GALS is a school that teaches our students to stand up for what they believe in and to use their voices. We believe that all adults should feel confident doing the same. Every year, we have advocacy opportunities for the parents that includes meeting with elected officials and going to rallies. It is important to our community that all stakeholders are role models for our students.

The parents of GALS are critical to the success of GALS and as an organization we are so honored and excited that they are so engaged in our community.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5

Seeking Input	1	2	3	4	5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

As stated previously, parent engagement is a strength of GALS. We have strong participation in our student conferences, orientation, grade level parent meetings and coffee with the Principal. Parents have access to the Principal, who is bilingual, and holds one on one meetings several times throughout the week not to mention many phone calls with parents. Parents newsletters are sent out in an application where you can change the language to whatever language you need. All other materials are provided in English and Spanish. GALS will continue to ensure that parent engagement remains strong by continuing to hold meetings, share information and make sure that parent voices are heard.

School Climate (LCFF Priority 6)

During the 2020-21 school year, GALS administered the School Experience Survey, an annual survey administered in the fall to all LAUSD schools. Survey results provide schools with important feedback from teachers, staff, students and parents.

GALS has a positive, supportive environment. GALS starts each day with students and teachers in wellness teams working out together. The morning movement program ends with the community saying the GALS student pledge together that includes such lines as “I know who I am, I know that I matter, I make choices and decisions that are good for me, I stand up for what I believe in.”

During the school day, each student takes a daily social emotional class called the GALS Series. This class is considered to be just as important as math or science and teaches the girls how to express themselves, coping skills, self-forgiveness and how to use their voice. Every week the class does Circle where the students are able to talk about challenges that they are having, make apologies and also shout out other students for positive things that they have done.

Finally, GALS has a strong mental health program. There is a counselor available every day for students and there is also a success coach who works with students who have limiting beliefs about how amazing they are, are bullying or experiencing bullying, or just need a trusted adult to talk to.

It is because of all of these structures, that GALS has a positive and supportive environment for both teachers and staff.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Beyond all the core subjects, students begin each day with Movement (physical education) and thus greatly exceed the amount of required Physical Education by the State of California. All GALS students also take a daily social emotional call called the GALS series, where they learn coping skills, how to express their feelings, healthy relationships and so much more.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Presently, all three grade levels (6-8) have a data driven, student centered master schedule.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Presently, all three grade levels (6-8) have access to a board course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Presently, all three grade levels (6-8) have access to a board course of study.