



## Board of Education Report

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**File #:** Rep-037-23/24, **Version:** 1

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### **Define and Approve the Girls Academic Leadership Academy (GALA) Campus Reconfiguration and Upgrade Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

**September 12, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Define and approve the GALA Campus Reconfiguration and Upgrade Project (Project) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The proposed Project will provide upgrades and alterations to facilities at the former Frank Lanterman High School (Lanterman) site to accommodate the Girls Academic Leadership Academy: Dr. Michelle King School for STEM (GALA). The Project includes but is not limited to:

#### Phase 1

- Minor interior improvements including limited replacement of damaged and deteriorated flooring and ceiling tiles, demolition and associated restoration of classroom sinks, ovens, and cabinetry, and painting the interior and exterior of existing buildings.
- Upgrade cafeteria with the purchase of additional merchandisers, electrical modifications, and low voltage upgrades needed to reorganize the servery.
- Install and replace exterior signage and graphics.
- Install camera and buzzer system at the main entry gate.

#### Phase 2

- Deliver and permanently install approximately (9) classrooms, support spaces, and restrooms in relocatable buildings.
- Demolition and removal of (3) existing non-DSA certified relocatable classroom buildings.
- Minor interior improvements at existing classrooms.
- Installation of lockers to accommodate GALA students.
- Associated landscape, hardscape, parking adjustments, security improvements, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements.

The proposed Project budget is \$33,047,367. Phase 1 construction is anticipated to begin in the fourth quarter of 2023 and be completed in the third quarter of 2024. Phase 2 construction is anticipated to begin in the third quarter of 2025 and be completed in the third quarter of 2026.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the projects including budget modifications.

**Background:**

On April 14, 2015, the Board conditionally approved the establishment of Girls Academic Leadership, Dr Michelle King School for STEM (GALA) at Los Angeles High School. Approval was conditioned upon the State Board of Education's (SBE) approval of a waiver to enable the District to operate a single gender school. On June 18, 2015, the California Department of Education (CDE) replied to the District's waiver request and stated that as long as the District ensures the school complies with state and federal statutory and Constitutional requirements regarding nondiscrimination that a waiver is not needed. Accordingly, the condition for the approval of GALA is no longer applicable.

On September 1, 2015, the Board approved a proposal to allow GALA to reconfigure and upgrade a standalone building at Los Angeles High school to allow for a separate and distinct space for the operation of the Board-approved GALA school (Board Report No. 023-15/16). GALA currently occupies 30 classrooms at Los Angeles High School per the 2022-23 E-CAR.

GALA, a single-gender school that provides female students in grades 6-12 with a wide variety of academic and extracurricular programs, has been co-located on the Los Angeles Senior High School campus since it opened in 2016. GALA seeks an autonomous campus that supports a welcoming environment for families, fosters a sense of pride and ownership, and provides a single gender student environment.

Frank Lanterman High School opened in 1983 serving high school aged students with special needs. The Lanterman High School program closed in June 2020. The Lanterman facilities have since been utilized for various administrative functions including office space for District leadership, information and technology, and nursing staff, storage, and professional development. All programs not directly related to GALA will be relocated or removed off of the Lanterman site providing the facility space necessary to house GALA.

The proposed project is located in Board District 5 (Jackie Goldberg).

**Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on August 31, 2023. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate the successful implementation of the Facilities SEP.

**Expected Outcomes:**

Approval of the proposed GALA Campus Reconfiguration and Upgrade Project, and amendment to the Facilities SEP to incorporate therein. Approval will enable staff to proceed with the implementation of the proposed project to provide the capital improvements necessary to accommodate GALA at the former Lanterman site.

**Board Options and Consequences:**

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds and begin the environmental reviews and clearances, design, procurement, and other activities necessary to implement the proposed project.

If staff's proposal is not approved, the activities discussed above will not commence and the capital improvements necessary to accommodate GALA at the former Lanterman site will not proceed.

**Policy Implications:**

The proposal does not impact Los Angeles Unified policy. The proposal furthers implementation of the update to the SUP to integrate Measure RR funding and priorities into its operational framework. Furthermore, the proposal is consistent with the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in the District's local bond measures K, R, Y, Q, and RR. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure and District of Choice by upgrading facilities to support GALA, a highly sought after single-gender school.

**Budget Impact:**

The total project budget is \$33,047,367. The project will be funded by Bond Program funds targeted in the SUP for major modernizations, upgrades, and reconfigurations to school campuses and more specifically from amounts allocated for Campus Upgrades and Alterations. The relocation of GALA from Los Angeles HS to the Lanterman campus will be paid by non-bond sources.

The project budget was prepared based on the current information known, and assumptions about the project scopes, site conditions, and market conditions. The project budget will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of the projects.

**Student Impact:**

The proposed project supports the relocation of GALA to a standalone campus which will enhance the autonomy needed to meet the academic, social and emotional needs of the approximately 760 GALA students. Moving GALA to an autonomous campus is in alignment with the vision of the school to create a single-gender, focused learning environment for its students, families, and staff. Additionally, the new location at the Lanterman site is an ideal location that is directly adjacent to one of GALA's core partnerships, Mt. St. Mary's College, an all-woman's university. This location allows GALA to greatly expand on the benefits that this partnership provides, including access to valuable college preparatory instructional resources, facilities, and educational programs, further enriching the overall student learning experience.

**Equity Impact:**

Not applicable.

**Issues and Analysis:**

The Project will be implemented in phases with the first phase providing the minimum improvements and relocation efforts necessary to operate GALA at the Lanterman site beginning in the 2024-2025 school year. The second phase of work will upgrade the newly established GALA site (formerly Lanterman) to align the facility to the capacity demands, including support spaces, specialty classrooms and outdoor areas that support the GALA instructional and extra-curricular programs. Athletic facilities will be limited to only practices on campus due to space constraints and coordination of offsite athletic facilities to support competitions and full practices will be required. Staff will implement all opportunities to minimize construction impacts on school operations during the second phase of construction.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed Project in accordance with the California Environmental Quality Act (CEQA).

**Attachments:**

Exhibit A - BOC Resolution

Linked Materials - Board Report No. 037-23/24: Referenced Board Reports

- Adopted April 24, 2015: [Board Report No. 400-14/15 <https://drive.google.com/file/d/1faUFZ-M9kwY0\\_85oDUTRQbJw4W5XKur6/view>](https://drive.google.com/file/d/1faUFZ-M9kwY0_85oDUTRQbJw4W5XKur6/view)
- Adopted September 1, 2015: [Board Report No. 023-15/16 <https://drive.google.com/file/d/1CvuBj0bUW65cu9oAGZbgbupVfCTpLMef/view>](https://drive.google.com/file/d/1CvuBj0bUW65cu9oAGZbgbupVfCTpLMef/view)

**Informatives:**

None

**Submitted:**

08/11/23

**RESPECTFULLY SUBMITTED,**



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ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**



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PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations

**REVIEWED BY:**



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DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED BY:**



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KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

**REVIEWED BY:**




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NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.

**PRESENTED BY:**



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AARON BRIDGEWATER  
Director of Facilities Planning and Development  
Facilities Services Division

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

**Margaret Fuentes, Chair**

LAUSD Student Parent

**D. Michael Hamner, FAIA, Vice-Chair**

American Institute of Architects

**Samantha Rowles, Secretary**

LAUSD Student Parent

**Robert Campbell, Executive Committee**

L.A. Co. Auditor-Controller's Office

**Scott Pansky, Executive Committee**

L.A. Area Chamber of Commerce

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CA Charter School Association

**Jeffrey Fischbach**

CA Tax Reform Assn.

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L.A. Co. Federation of Labor AFL-CIO

**Patrick MacFarlane**

Early Childhood Alliance

**Jennifer McDowell**

L.A. City Mayor's Office

**Brian Mello**

Assoc. General Contractors of CA

**Dr. Clarence Monteclaro**

Tenth District PTSA

**William O. Ross IV**

31<sup>st</sup> District PTSA

**Dolores Sobalvarro**

AARP

**Chad Boggio (Alternate)**

L.A. Co. Federation of Labor AFL-CIO

**Connie Yee (Alternate)**

L.A. Co. Auditor-Controller's Office

**Vacant**

L.A. City Controller's Office

**Joseph P. Buchman – Legal Counsel**

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**Lori Raineri and Keith Weaver – Oversight Consultants**

Government Financial Services Joint Powers Authority

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

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RESOLUTION 2023-27

BOARD REPORT 037-23/24

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE GALA CAMPUS RECONFIGURATION AND UPGRADE PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, Los Angeles Unified School District (Los Angeles Unified) Staff proposes that the Board of Education (Board) define and approve the Girls Academic Leadership Academy (GALA) Campus Reconfiguration and Upgrade (Project) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, as described in Board Report No. 037-23/24; and

WHEREAS, The definition action, if approved, will provide upgrades and alterations to facilities at the former Frank Lanterman High School (Lanterman) site to accommodate the Girls Academic Leadership Academy: Dr. Michelle King School for STEM (GALA). The Project includes but is not limited to:

Phase 1

- Minor interior improvements including limited replacement of damaged and deteriorated flooring and ceiling tiles, demolition and associated restoration of classroom sinks, ovens, and cabinetry, and painting the interior and exterior of existing buildings.
- Upgrade cafeteria with the purchase of additional merchandisers, electrical modifications, and low voltage upgrades needed to reorganize the server.
- Install and replace exterior signage and graphics.
- Install camera and buzzer system at the main entry gate.

Phase 2

- Deliver and permanently install approximately (9) classrooms, support spaces, and restrooms in permanent relocatable buildings.
- Demolition and removal of (3) existing non-DSA certified relocatable classroom buildings.

**RESOLUTION 2023-27**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE GALA CAMPUS RECONFIGURATION AND UPGRADE PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

- Minor interior improvements at existing classrooms.
- Installation of lockers to accommodate GALA students.
- Associated landscape, hardscape, parking adjustments, security improvements, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements; and

WHEREAS, Total project budget is \$32,749,434. The project will be funded by Bond Program funds targeted in the SUP for major modernizations, upgrades, and reconfigurations to school campuses and more specifically from amounts allocated for Campus Upgrades and Alterations. The relocation of GALA from Los Angeles HS to the Lanterman campus will be paid by non-bond sources; and

WHEREAS, Los Angeles Unified Staff also requests that the Board authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary to implement the projects; and

WHEREAS, The proposed Project will provide the capital improvements necessary to accommodate GALA at the former Lanterman site; and

WHEREAS, The proposed Project supports the relocation of GALA to a standalone campus which will enhance the autonomy needed to meet the academic, social and emotional needs of the GALA students. Moving GALA to an autonomous campus is in alignment with the vision of the school to create a single-gender, focused learning environment for its students, families, and staff. Additionally, the new location at the Lanterman site is an ideal location that is directly adjacent to one of GALA's core partnerships, Mt. St. Mary's College, an all-woman's university. This location allows GALA to greatly expand on the benefits that this partnership provides, including access to valuable college preparatory instructional resources, facilities, and educational programs, further enriching the overall student learning experience; and

WHEREAS, Los Angeles Unified Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The School Construction Bond Citizens' Oversight Committee (BOC) recommends that the Board define and approve the GALA Campus Reconfiguration and Upgrade Project, and amend the Facilities SEP, accordingly, as described in Board Report No. 037-23/24, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified Board and posted on the BOC's website.

**RESOLUTION 2023-27**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE GALA CAMPUS RECONFIGURATION AND UPGRADE PROJECT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

3. Los Angeles Unified is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and Los Angeles Unified.

ADOPTED on August 31, 2023, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Margaret Fuentes/

Margaret Fuentes  
Chair

/Michael Hamner/

D. Michael Hamner  
Vice-Chair



**Linked Materials  
to  
BR-037-23/24  
Conditional Approval of Establishment of Girls Academic  
Leadership Academy, Los Angeles (GALA)  
(Background Information)**



## Board of Education Report

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**File #:** Rep-400-14/15, **Version:** 1

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### **Conditional Approval of Establishment of Girls Academic Leadership Academy, Los Angeles (GALA)**

#### **Action Proposed:**

Staff proposes that the Board of Education approve the establishment of the Girls Academic Leadership Academy, Los Angeles (GALA), an all-girls STEM School, to be located at Los Angeles High School in Board District 1 and Educational Service Center West, beginning July 1, 2016, to serve 200 students in grades 6 and 9 in year 1 and up to 700 students in grades 6-12 by year 2019-20.

Approval is conditioned upon the State Board of Education's (SBE) approval of a waiver to enable the District to operate a single gender school. (Please see related board report # 401-14/15 for the submission of a waiver to SBE).

In addition, staff also requests approval to apply for a CDS code for GALA.

#### **Background:**

GALA's mission is predicated on research that shows that an all-girls school focusing on Science, Technology, Engineering and Math (STEM) has a significant impact on the academic achievement of young women. In LAUSD, data demonstrates that there is an achievement and participation gap between male students and female students in STEM areas. 2007-2012 standardized testing data reveals that female students perform at the same level or above their male peers in math and science while in elementary school. However, their scores on standardized tests in math and science decline as they progress to middle school and high school. Further, in terms of college preparedness, many female students in LAUSD take demanding Advanced Placement (AP) courses, the classes offered within LAUSD that are equivalent to the college level curriculum and seen as predictors of success for college. However, fewer female students take AP courses in math, science, or computer science, and those who take the exams are not as successful as male students in receiving passing scores.

GALA's single gender admissions policy is designed to reduce the achievement and participation gap between male students and female students in STEM areas. GALA's highly rigorous college preparatory curriculum will provide girls with a clear pathway to college in the STEM field with the expectation that female students will graduate from GALA with a strong, confident, and independent voice, with collaborative and compassionate leadership skills, and with a sense of self and community. (For details on the instructional and curricular program, data, and operations, please see attached educational proposal for GALA).

GALA will be located on the campus of Los Angeles High School located in Board District 1 and Educational Service Center West. GALA will start with grades 6 and 9 in the 2016-17 school year, and grow one grade level per year to have a full complement of SPAN grades 6-12 with the first graduating class in 2020.

Pursuant to Title IX of the Education Amendments of 1972 (“Title IX”), single gender public elementary or secondary schools are permissible with regard to admissions as long as the educational program is based on the recipient’s important objective to improve educational achievement of its students and meet the particular, identified educational needs of the students. Moreover, the single-sex nature of the class must be substantially related to achieving the recipient’s important objective. (20 U.S.C.A. § 1681(a)(1); 34 C.F.R. section 106.34(b) (1).) The Department of Education’s Regulations for implementing Title IX require districts with single-sex schools to ensure that the excluded students (in this case males) have access to a “substantially equal” school, which can be either a single-sex or a coeducational school the programs. The STEM program in Bethune Middle School would provide a substantially equal program to male students. The Regulations also require that the single sex program be voluntary, not be based on overbroad generalizations, and that periodic evaluations be conducted.

In California, the State Legislature passed the Single Gender Academies Pilot Program Act of 1996 (codified in California Education Code sections 58520-58524) with the primary purpose of increasing the diversity of California's public educational offering by making single gender academies available to those pupils of each gender who because of their unique educational needs will benefit from single gender education.

Although GALA is not being established under the State’s pilot program because the program was limited to 10 schools and availability of funding, it lends legislative intent support for the need for single gender academies. GALA’s admissions shall also comply with AB 1266 (transgender youth bill) to ensure biologically-male students who identify as female are admitted to the school.

Education Code sections 220, 221.5 and 230(a) prohibit the exclusion of students from academic programs based on gender. To the extent that it is necessary since the State’s Pilot Program has allowed for single gender schools and Title IX has a permissive clause, the District will be requesting the Board to approve the submission of a waiver to the SBE to allow for the operation of GALA. (See related board report # 401-14/15).

**Expected Outcomes:**

Approval of the proposed action will allow the District to operate the Girls Academic Leadership Academy, Los Angeles (GALA), a voluntary, all-girls STEM school, grades 6-12, effective 2016-2017 school year. The Board’s approval is conditioned upon obtaining a State waiver to Education Code sections 220, 221.5 and 230 (a), as explained above. GALA’s operations are also conditioned upon obtaining any applicable waivers to collective bargaining agreements.

**Board Options and Consequences:**

The approval of the establishment of GALA would allow the operation of a voluntary, all-girls STEM school, conditioned upon obtaining a State waiver.

**Policy Implications:**

The current language in LAUSD Policy Bulletin on Title IX Policy Complaint/Procedures (BUL 2521.2) states that no District student or employee shall be excluded from participation in, be denied benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender in any District educational program or activity. The policy bulletin was drafted in 2006 before the Department of Education updated regulations which

permitted single sex schools and classes. The bulletin will be updated to recognize the permissive provisions in Title IX for the establishment of single gender schools and classes and corresponding Title IX regulations. GALA's educational program accordingly is aligned with current laws and corresponding regulations.

**Budget Impact:**

The establishment of the GALA program at Los Angeles High School will require reconfiguration and upgrades to the school building to be occupied by the GALA program. The proposed project may include reconfiguring an existing classroom into administrative space, providing signage and telecommunication infrastructure upgrades, and equipping the facility with furniture, fixtures, and equipment. At a future date, the Facilities Services Division staff will bring a proposal to the Bond Citizen's Oversight Committee and the Board for consideration to define and approve the GALA reconfiguration and upgrade project. Currently, the anticipated budget for this project is estimated to be approximately \$333,800. Bond Program funds earmarked for specialized instructional programs in the School Upgrade Program will fund approximately \$280,300 and the remaining \$53,500 will be funded with General Funds.

In year one, there is a cost of \$138,000 to fund an administrator and school administrative assistant position.

**Issues and Analysis:**

The standalone building identified at Los Angeles High School campus for GALA consists of 14 classrooms and one administrative space. The 14 classrooms are anticipated to be able to accommodate up-to 475 students. Should GALA's proposal to grow into a 6-12 school serving 700 students be realized, additional classrooms (approximately 6 at current loading standards) would need to be identified on the Los Angeles High School campus for the exclusive use by GALA.

**Attachments:****Informatives:**

## GIRLS ACADEMIC LEADERSHIP ACADEMY, LOS ANGELES

Prospectus

October 10, 2014

(Modified 2-26-15)



Submitted by

Design Team:

Elizabeth Ackerman-Hicks, Jay Benoit, David Carr, Michelle Carr, Joanna Fuller,  
Carina Miller, Sandra Miller, Laurie Owyang, Maggie Pulley, Pamela Von Eschen

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"The Young Women's Leadership School is one of the premiere public schools in the nation. We could use more schools such as this... There should not be any obstacle to providing single-sex choice within the public school system."

- U.S. Secretary of State, Hillary Rodham Clinton

## I. General Questions

### 1. Vision and Mission

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

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

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

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

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

### 2. School Data Profile/Analysis

a. In LAUSD, the overall graduation rate for girls hovers at 71.7% with some sub groups, notably African-American and American-Indian, remaining at 65% or below. This is vastly below the 2012 Adequate Yearly Progress (AYP) graduation rate target of 90%.

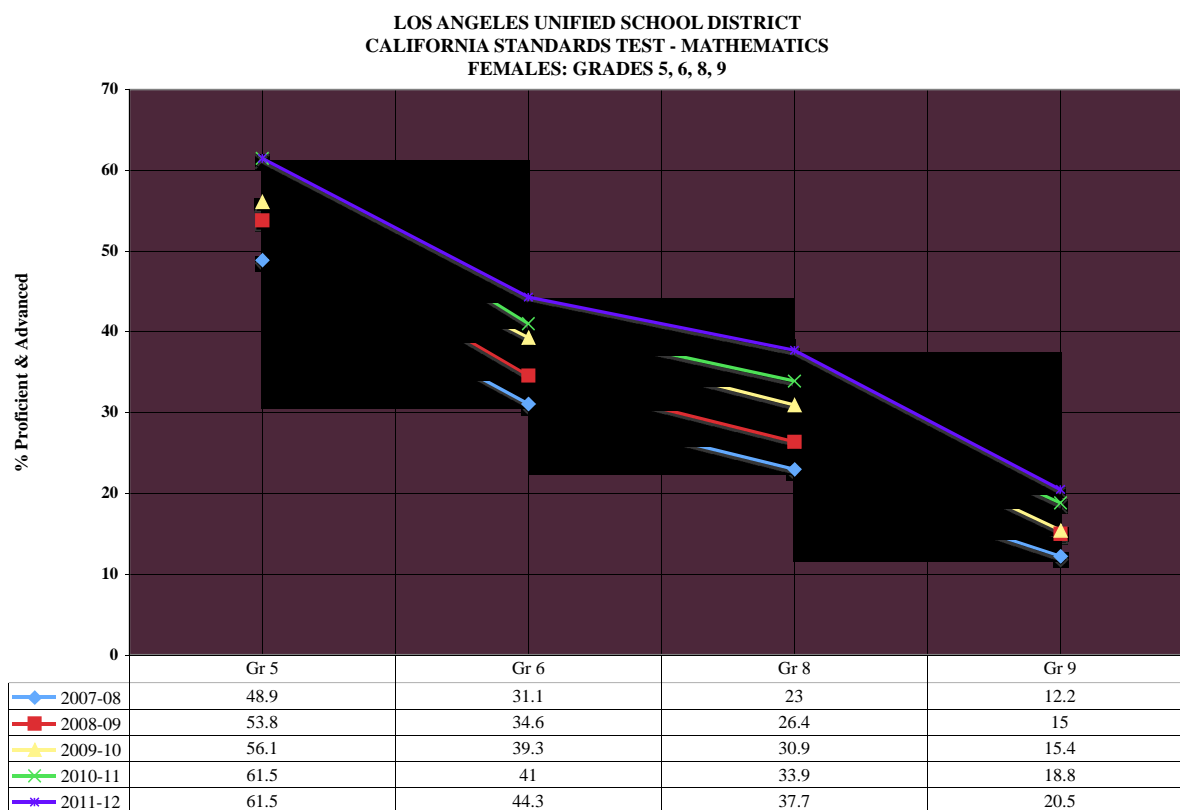
During a panel discussion at a National Coalition of Girls School conference in April 2014, several girls mentioned that they used to attend LAUSD middle schools but now attend private all-girls schools. One student stated, "We are the good girls: the ones who stay in the back of the classroom, take notes, never cause problems, and get adequate grades. But when I was at my LAUSD middle school, I didn't know how to ask the teacher questions, talk in front of the class, or really engage with what I was learning. I was always afraid to say anything in case someone made fun of me. I had no 'voice' and didn't know how

to get one. Since I've been in an all-girls school, I have learned to speak up, to know that there is no stupid question, and to be part of a community of girls all pushing each other to be better."

On the panel, three other girls with similar educational backgrounds agreed with her. During questions to the panel on STEM courses, the girls further stated that they were not encouraged to go into higher level science and math courses, and that there was limited access to robotics programs. In LAUSD, we do an adequate job of graduating girls, but how prepared are they for the rigors of college, for critical thinking, or simply for asking questions? According to the panel, girls are not at all well prepared, especially in the STEM fields.

If we look at the data from the California Standards tests, girls within LAUSD perform at the same level or above their male peers in math and science while in elementary school. However, their scores on standardized tests in math and science decline as they progress through our educational system, as shown below:

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





As compared with boys:

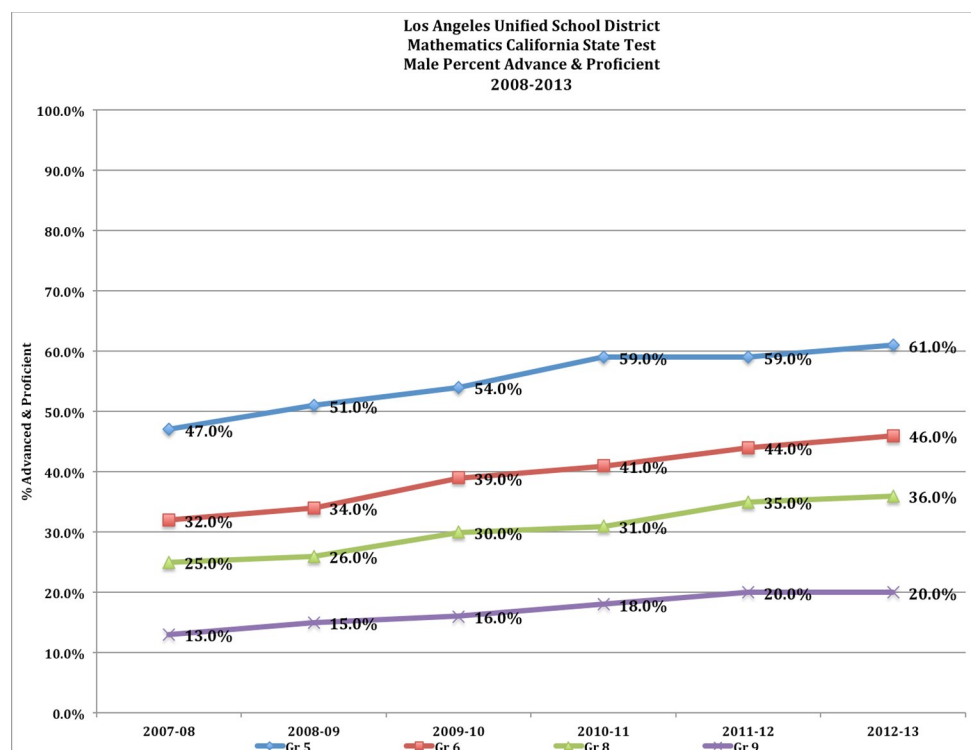
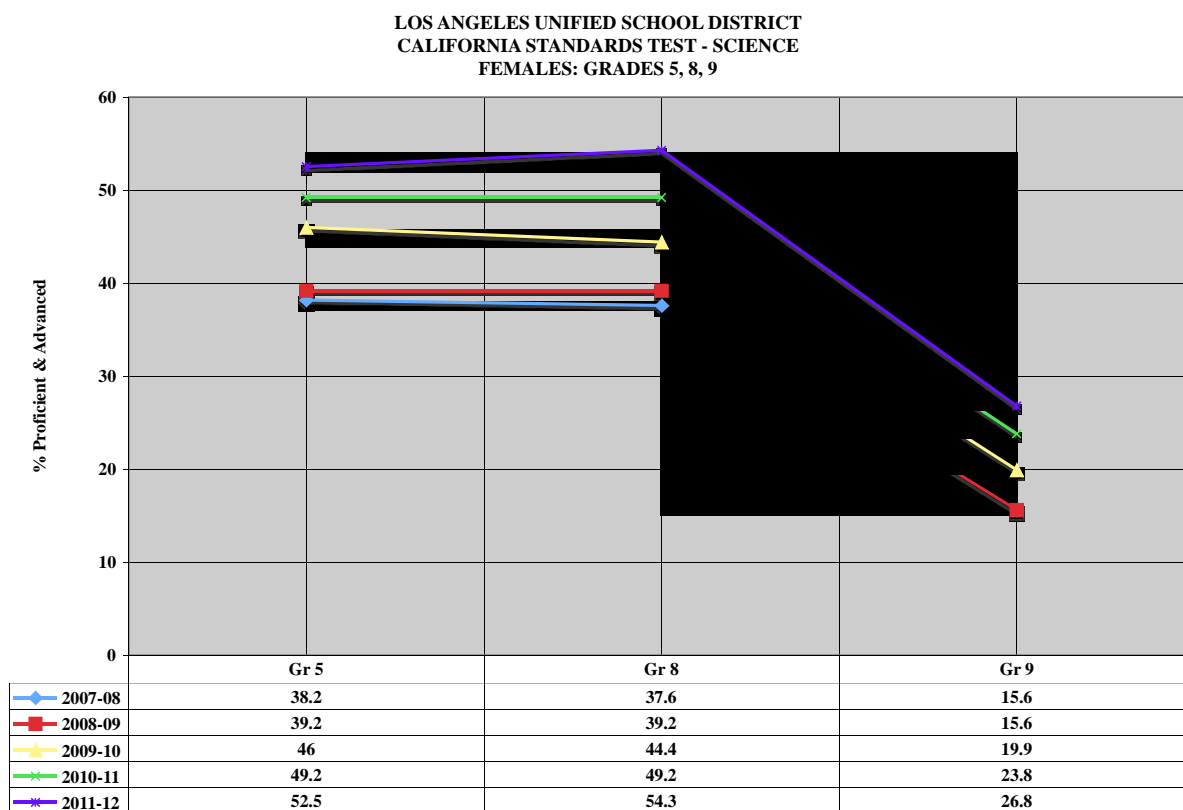
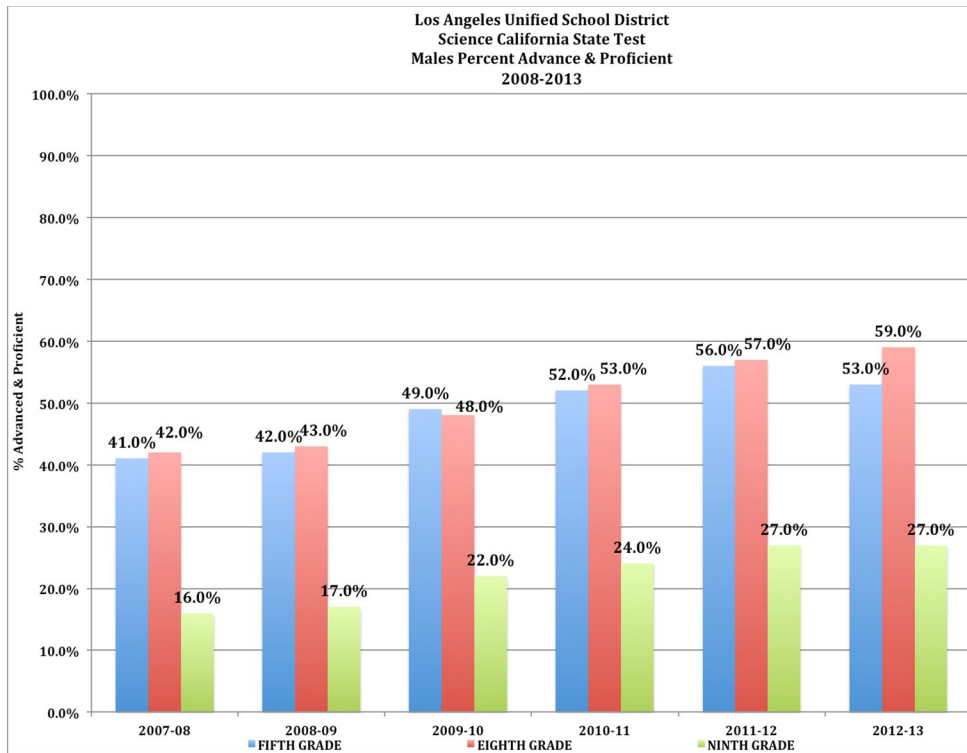


Chart Two: Percentage of girls proficient and advanced in CST in science grades 5, 8, and 9 from 2007 through 2012:



As compared with boys:



In elementary school, girls test at higher rates of proficiency than boys, but starting in middle school girls test lower than boys and by high school, girls are scoring proficient at much lower rates than boys. Through the grade levels, boys continue to improve, while girl's scores continue to decline.

Further, in terms of college preparedness, many girls within LAUSD take demanding Advanced Placement courses, the classes offered within LAUSD that are equivalent to the college level curriculum and seen as predictors of success for college. However, fewer females take AP courses in math, science, or computer science, and they are not as successful as males in receiving passing scores of 3, 4 or 5.

Chart One: Math, Science and computer science advanced placement exams given and passed, by gender, 2010-11

LOS ANGELES UNIFIED SCHOOL DISTRICT  
ADVANCED PLACEMENT EXAMS GIVEN AND PASSED - BY GENDER  
2010-2011

Exam Name	# Exams Given - Females	# Exams Given - Males	Are More Males Taking AP Exams Than Females?: # of More Males than Females Taking Exam	% of 3s - Females	% of 3s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 3s	% of 4s - Females	% of 4s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 4s	% of 5s - Females	% of 5s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 4s
BIOLOGY	1142	891	-251	9.7	12.1	2.4	6.6	14.0	7.5	7.4	14.0	6.6
CALCULUS AB	1319	1343	24	13.2	13.8	0.6	10.2	12.7	2.6	7.8	13.8	6.0
CALCULUS BC	369	384	15	16.8	19.5	2.7	14.1	16.4	2.3	27.9	40.1	12.2
CHEMISTRY	498	571	73	12.4	11.7	-0.7	6.8	10.5	3.7	3.0	10.3	7.3
COMPUTER SCIENCE A	52	101	49	7.7	13.9	6.2	15.4	17.8	2.4	1.9	16.8	14.9
PHYSICS B	289	397	108	19.7	20.2	0.4	5.2	11.8	6.6	3.8	5.0	1.2
PHYSICS C: ELECT & MAG	18	58	40	5.6	12.1	6.5	33.3	17.2	-16.1		24.1	N/A
PHYSICS C: MECHANICS	99	215	116	25.3	20.0	-5.3	11.1	18.6	7.5	4.0	12.6	8.5
STATISTICS	582	438	-144	16.0	18.9	3.0	7.9	11.6	3.7	4.5	5.9	1.5

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

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

Exam Name	# Exams Given - Females	# Exams Given - Males	Are More Males Taking AP Exams Than Females?: # of More Males than Females Taking Exam	% of 3s - Females	% of 3s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 3s	% of 4s - Females	% of 4s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 4s	% of 5s - Females	% of 5s - Males	Are Males Outperforming Females?: Diff Between Male & Female % of 4s
BIOLOGY	1152	940	-212	9.3	11.6	2.3	8.8	11.6	2.8	8.0	13.8	5.8
CALCULUS AB	1532	1649	117	13.3	14.3	1.0	9.1	12.1	2.9	9.7	15.9	6.2
CALCULUS BC	332	427	95	21.1	16.9	-4.2	13.9	15.9	2.1	35.8	47.8	11.9
CHEMISTRY	532	619	87	10.7	14.9	4.1	7.9	14.5	6.6	3.0	9.4	6.4
COMPUTER SCIENCE A	43	128	85	11.6	13.3	1.7	11.6	17.2	5.6	4.7	14.8	10.2
PHYSICS B	206	353	147	16.0	20.7	4.7	11.2	10.5	-0.7	1.9	5.1	3.2
PHYSICS C: ELECT & MAG	34	83	49	29.4	20.5	-8.9	23.5	14.5	-9.1	5.9	18.1	12.2
PHYSICS C: MECHANICS	105	253	148	25.7	14.6	-11.1	16.2	20.6	4.4	5.7	17.8	12.1
STATISTICS	603	527	-76	16.9	19.9	3.0	11.4	10.4	-1.0	3.8	6.3	2.4

In analyzing these data sets, it is evident that within LAUSD, our female population is underserved in math, science, technology, and the development of voice. GALA will seek to reduce the achievement and participation gap that exists between girls and boys in STEM-related disciplines and address these issues within a single-sex environment.

b. Based on the analysis of needs and the vision of the school, the following are the three areas of need that GALA will address:

1. 100% graduation and 100% college-going rates through the single gender model
2. Sequential college preparatory math, science, and technology curriculum
3. Development of ‘voice’ and leadership skills for girls

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

One model for educational reform and equity for young women is single-gender education or all-girls’ schools. Until 2006, this model was only available in independent or religious schools, prohibitive to many families due to the costs associated with these schools.

On October 25, 2006, the Title IX requirements regarding single gender education were modified. Arnie Duncan, Secretary of Education stated that:

“With respect to requirements for offering single-sex public schools, the new regulations also provide more flexibility. The former regulations permitted an Local Educational Agency (LEA) to offer a nonvocational single-sex school if it offered a corresponding school for students of the other sex. Under the Department’s interpretation of the former requirements, the corresponding school must also have been a single-sex school. Under the new regulations, an LEA is permitted to offer a single-sex school to students of one sex if it provides a substantially equal school to students excluded from the single-sex school based on sex, but that school may be either single-sex or coeducational. The new regulations also allow a nonvocational public charter school that is a single-school LEA under State law an exemption from the requirement to provide a substantially equal school for students of the excluded sex.” (Dear Colleague Letter, 2006)

Following the changes in the amendment, the number of public schools offering single gender education has skyrocketed: In 1999, only four public schools in the nation offered single-gender education; by 2014, 850 public single-gender schools were in operation.

*Why single-gender education?*

In Karen Stabiner’s book, All Girls: Single-Sex Education and Why It Matters (2002, Penguin Putnam), the author spent extensive time at Marlborough School, an independent secondary school in Los Angeles, and The Young Women’s Leadership School of East Harlem (TYWLS), a public high school in New York City. She observed that the benefits of a single-gender education in both these schools:

- Emphasize academics
- Give girls a strong, confident, and independent voice
- Provide leadership opportunities
- Articulate a clear pathway and expectation of college success
- Result in teachers being more aware of the role of development and maturity in learning
- Are in part a result of strong parental involvement/commitment to academics at the school and at home

A UCLA graduate school of education study in 2009 (Sax, Linda, “Women Graduates of Single Sex Schools and Coeducational High Schools: Differences in their characteristics and transition to college,” 2009, The Sudikoff Family Institute for Education & New Media, UCLA Graduate School of Education & Information Studies) showed that an all-girls education significantly impacts the academic achievements of young women:

- Nearly every girl, regardless of her ability or socioeconomic status, performs better in single-gender classrooms than in co-ed classrooms
- Single-gender schooling helps to improve academic achievement for girls, with underprivileged children deriving the most benefit
- All-girls schools produce graduates who enter college more academically engaged than women who attended co-educational schools
- Students who attend single-gender schools earn higher SAT scores than their co-ed counterparts
- Girls are more likely to take courses such as computer science and physics in single-gender schools than in co-ed schools
- The benefits of an all-girls education are evident regardless of the student’s ethnicity, family income, or parental education.

Although research on single-sex schools is still emerging, studies have pointed to the improved academic achievement of girls enrolled in single-sex environment. According to “Single-Sex Versus Coeducational Schooling: A Systematic Review (2005)” a report released by the U.S. Department of Education, researchers examined how studying in single-sex schools affects academic achievement and other outcomes by evaluating forty research studies. In the study, researchers found positive effects of single-sex schooling on all-subject achievement tests. In addition to improved academic achievement, other studies have also demonstrated that girls experience improved self-esteem and focus when enrolled in a single-sex environment. (J. Granleese and S. Joseph, “Self-Perception Profile of Adolescent Girls at a Single-Sex and a Mixed-Sex School,” *Journal of Genetic Psychology* (1993). Research has also shown girls’ needs are not being adequately met in coeducational classrooms, and that girls in coeducational schools fare particularly poorly on measures of self-esteem and self-efficacy (Sax, 2005). These benefits help reduce the kinds of choices that girls suffering from low self-esteem make, such as engaging in delinquency and running away from home. It is our professional judgment that students thrive in environments in which they can focus on developing a positive sense of self-esteem and healthy relationships, and our belief that a single-gender school is the best means to achieve this environment.

Researchers have also posited that early differences in the treatment of girls and boys can result in enduring learning patterns. Because children spend more time with their teachers than with any other adult other than their parents, teachers' expectations and actions have a profound effect on student achievement and self-esteem (Skolnick, J. (1982), “How to Encourage Girls in Math and Science: Strategies For Parents and Educators. Englewood Cliffs, NJ. Prentice-Hall). The things teachers say and do not say in the classroom, how they use body language, how they act and whom they call upon “form a hidden curriculum that is more powerful than any textbook lesson (Owens, S.L., Smothers, B.C., & Love, F.E. (2003), “Are Girls Victims of Gender Bias in Our Nation's Schools? *Journal of Instructional Psychology*). Also, the absence of male students is also considered to be a key factor in the high levels of academic achievement, good behavior, and self-confidence in girls, such as with the students of Philadelphia High School for Girls. (Koepke, Mary. "A School of Their Own," *Teacher Magazine*; Vol. 2, No. 5 (February, 1991), 44-47.)

One of the most successful models of all-girls public schools is the Young Women’s Leadership Schools. The flagship school -The Young Women’s Leadership School (TYWLS) in East Harlem, New York, the oldest and most successful model of an all-girls public school, started in 1996 with a

group of 7<sup>th</sup> grade students. The school's mission is to give public school girls a choice of an all-girls, highly academic, college preparatory school. When that first group of 7<sup>th</sup> grade students graduated six years later, all of the girls passed the Regents exams, graduated, and were admitted to college. Since that time every graduating class has had the same result – 100% passage of state tests, 100% graduation and 100% college acceptance. Further, TYWLS alumnae achieve four year college degrees on time at triple the rate of their peers.

The TYWLS model has now expanded to four schools in New York City (TYWLS of Astoria, Bronx, Brooklyn and Queens). All schools have the same school model and share the same successful outcomes for girls who graduate and go on to college. The TYWLS model has expanded to affiliate schools in Illinois, Maryland, Missouri, New York State and Texas.

The seven schools in Texas (Austin, Dallas, Fort Worth, Grand Prairie, Houston, Lubbock and San Antonio) share the same model and collaborate through the Young Women's Preparatory Network (formerly the Foundation for the Education of Young Women). These schools' demographics most closely resemble those of LAUSD – 75 % of the students are from economically disadvantaged backgrounds, 85% will be first generation college students, 81% are Hispanic or African American students. Again, these schools have a 100% graduation rate and 100% college going rate.

The first YWPN school to open in 2004, the Irma Rangel Young Women's Leadership School (Dallas, Texas), has already been distinguished as a National Blue Ribbon School and Texas Education Agency Exemplary School. The demographics are quite similar to schools within LAUSD: 72% Hispanic, 18% African-American, 5% Caucasian, 3 % Asian; 72% qualify for free and reduced lunch, 85% come from households who parents hold less than a high school diploma. Since its opening, this school has been rated exemplary each year, 100% of seniors graduated and enrolled in college, and 100% of the girls met performance standards on all portions of the Texas Assessment of Knowledge and Skills Tests (TAKS). Graduates of this school have been offered 15 million dollars in academic and merit scholarships.

The Young Women's Leadership School, East Harlem, and the Irma Rangel Young Women's Leadership School in Dallas are successful models of educational reform. Included in the model are the following tenants:

- SPAN – grades 6 through 12, starting either with grade 6, growing a grade per year, cap of 80 per grade
- STEM based curriculum
- College Preparatory
- College advisement component
- Leadership development
- Separate school site

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

The disparity of females taking advanced computer courses in LAUSD is corroborated by Jane Margolis in Stuck in the Shallow End: Education, Race and Computing (MIT Press, 2013), which found that in LAUSD enrollment in AP Computer courses was only 18% female. Employment projections indicate that employment in high-tech industries in California is projected to grow 16.2 percent between 2011 and 2020, and employment in Science Technology Engineering and Mathematics (STEM) occupations is expected to increase by 13.9% (Technology works; Bay Area Economic Institute, Ian Hathaway, Dec 2012). However, currently women only account for about 25% of those jobs and tend to stay in the lower level entry positions longer than men (NCWIT;

Women in IT: The Facts Sept 30, 2009). This research highlights the need for female students in LAUSD to be immersed in technology.

The lack of women in the fields of science, engineering, and math has also recently garnered national attention, and has been identified as an important area for improvement by the highest levels of government. In February 2013, shortly after his State of the Union address, President Barack Obama stated, “One of the things that I really strongly believe in is that we need to have more girls interested in math, science, and engineering. We’ve got half the population that is way underrepresented in those fields and that means that we’ve got a whole bunch of talent...not being encouraged the way they need to.” According to the White House’s Office of Science and Technology Policy, “Supporting women STEM students and researchers is not only an essential part of America’s strategy to out-innovate, out-educate, and out-build the rest of the world; it is also important to women themselves. Women in STEM jobs earn 33 percent more than those in non-STEM occupations and experience a smaller wage gap relative to men. And STEM careers offer women the opportunity to engage in some of the most exciting realms of discovery and technological innovation. Increasing opportunities for women in these fields is an important step towards realizing greater economic success and equality for women across the board.”

GALA, in consultation with educational partners including College Board, USC School of Engineering, UCLA School of Computer Science and Mount Saint Mary’s College, have developed a sequential pathway in computer science from grades 6-12, an accelerated common core pathway in math, and a sequential high-level pathway in science. High school requirements will include four years in math and science as well as AP courses.

### 3. Development of ‘voice’ and leadership skills for girls

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

In an all-girls school, the opportunities for leadership are increased as only girls can be in the position of leadership. However, the development of leadership skills will be a conscious endeavor through class instructional methods, the use of advisories, peer leadership structures, honor code structure, a mandatory speech class, opportunities to compete in academic competitions such as mathletes, robotics and academic decathlon, and a community partnership with Girls Up, a provider of leadership curriculum and opportunities for girls and women.

### 4. The GALA Model:

GALA will bring the highly successful TYWLS model to LAUSD. There will be some minor modifications as stated below:

- SPAN school: grades 6-12 opening 2016-17 school year with grades 6 and 9 with 200 students, adding grade 7 (100 per grade level) and matriculation to 10<sup>th</sup> in 2017-18, adding 8<sup>th</sup> and matriculation through 11<sup>th</sup> in 2018-19, reaching span school 6<sup>th</sup> through 12<sup>th</sup> in 2019-2020 with 100 students per grade level.

- Science, Technology, Engineering, Mathematics (STEM) based curriculum: GALA will expand this notion to be a Science, Technology, Engineering, Arts & Mathematics (STEAM) school, recognizing the role of the arts and creativity in math, science and technology. Students will complete highly rigorous course work including mathematics culminating with AP Calculus (seen as the entry point for any student entering a school of Engineering), four years of high school science courses, and a progressive sequence of computer courses from 6<sup>th</sup> grade through 11<sup>th</sup> grade culminating in AP Computer Science Principles. Art will be infused throughout the computer curriculum focusing on the design side of the arts.
- College preparatory: Starting with the SpringBoard, College Board pre-AP curriculum in middle school, students will gain the necessary prerequisite skills to be successful in a rigorous AP sequence in high school, enabling students to be accepted to highly selective colleges. GALA students will complete a sequence of graduation courses far surpassing the current LAUSD California State University A-G requirement.
- College advisory component: Through advisories and a designated college counselor, students will begin planning their college pathway in middle school. Teachers will incorporate college awareness and application process through advisories in high school.
- Leadership and the development of voice: Leadership and articulation skills will be fostered through advisories, instructional techniques and the speech course requirement.
- Separate school site: For its initial years of operation, GALA will be in a stand-alone building on a shared campus. Further expansion will depend on space availability on the shared campus.

The Foundation for the Education of Young Women (FEYW), the advocacy organization for the six Young Women's Leadership Schools in Texas, and the National Coalition of Girls Schools (NCGS) have endorsed the model and have agreed to sponsor GALA (see Appendix B, letters of support).

The research clearly shows that the single-sex model works to address the needs identified by our data analysis and anecdotal evidence. GALA will follow the highly effective model of the YWLS in Texas.

The essence of GALA's STEM-focused school and its mission to address the underrepresentation and underachievement of young women in the disciplines of science, technology, engineering, and mathematics is dependent upon a single-gender model. Without a single-sex environment, the essence of the GALA educational program would be undermined, and the achievement gap that currently exists between young women and men in the District's coeducational schools will be unaddressed. GALA seeks to increase interest, participation, and achievement of girls in STEM-related fields in an environment that research has shown will improve girls' academic achievement. Accordingly, single-gender admission is reasonably necessary to effectuate the goals and the normal operations of GALA.

In accordance with the policy identified in Education Code section 58521<sup>1</sup>, LAUSD seeks to increase the diversity of its public educational offerings by making GALA available to young women whose unique

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<sup>1</sup> 58521. (a) The Legislature hereby finds and declares that a primary goal of the Single Gender Academies Pilot Program is to increase the diversity of California's public educational offering by making single gender academies available to those pupils of each gender who because of their unique educational needs will benefit from single gender education.

(b) It is the intent of the Legislature that single gender academies operated pursuant to this chapter shall be tailored to the differing needs and learning styles of boys as a group and girls as a group. It is further the intent of the Legislature that if a particular program or curriculum is available to one gender, it shall also be available to those pupils in the other gender who would benefit from the particular program or curriculum.



educational needs will benefit from a single-gender education. GALA's admissions shall also comply with AB 1266 to ensure male students who identify as female are admitted to the school.

Enrollment in GALA will be voluntary and LAUSD will establish a plan for conducting an evaluation of the results of the program.

### **3. Family and Community Engagement**

#### **Family:**

GALA recognizes the critical role of parents in their child's education. Therefore, as they enroll their girls in GALA, parents will be included in the written commitment agreement as part of the rich and diverse community of learners who are focused on the schools' values of excellence, leadership and wellness. Girls will challenge themselves and their peers, be compassionate and courageous leaders, and make responsible decisions about their health and the well-being of the community. The commitment to these values extends to the girls, their families, and all stakeholders in the school community.

GALA teachers, staff and administration will ensure that GALA is a welcoming and inclusive community with communication between families and school one of the highest priorities. Communication avenues will include:

- Teacher/Parent portal so that parents can see grades and assignment in 'real time' as updated.
- Teachers' emails regarding upcoming assignments, projects, and tests so that parents are aware of homework requirements.
- Teachers and staff emails via lists of grade level or level alike parents to update families regarding academic progress, opportunities for support and enrichment, and activities.
- Use of Campus Steps system for tracking college exploration, common application, transcripts, financial aid and regular communication from the college center to students.
- Interactive school website with regularly updated communication from the school.
- Welcome Center for parents, a space dedicated to welcoming parents to the school site. It will be run by the parents' organization. There will be computers available for parent use within the center. Parent volunteers are welcomed and encouraged and will be processed through the welcome center. Through a partnership with online learning, parents will be invited to continue their own education by taking online courses through the parent center.
- Webinar of student activities and progress.
- Rituals and celebrations to commemorate academic and personal success.

In addition to communication between the school and families, the GALA governance structure will include parent organization representatives on committees and as a separate entity within the structure. Volunteer opportunities for parents will abound, from offering career and college expertise, providing internships and mentorships, assisting with school processes, to developing the traditions and ceremonies that mark student progress at the school. All families are welcome as an important and equal educational partner with the school.

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(c) It is further the intent of the Legislature that single gender academies operated pursuant to this chapter offer the following:

- (1) Diversity in educational opportunity.
- (2) Equal opportunities at both boys' and girls' academies.
- (3) Equal funding and facilities at both boys' and girls' academies.

Community Engagement-Partners:

Community and educational partners provide expertise, curriculum development, real world projects and activities, as well as an advisory board for the school. Much effort has already been put into aligning appropriate educational, community and business partners with GALA. GALA partners are:

Educational Partners:

**The College Board:** will provide professional development for Advanced Placement, SpringBoard curriculum and testing (PSAT/SAT/AP Potential)

**The Foundation for the Education of Young Women (FEYW):** the advocacy organization for the six Young Women's Leadership Schools in Texas has agreed to sponsor GALA. As part of the sponsorship, FEYW will assist the Principal, Assistant Principal, and teachers with training opportunities.

**Harpeth Hall STEM Teachers Academy:** will provide a collaborative summer institute and online collaboration for teachers with their counterparts in girls STEM schools.

**Mount Saint Mary's College:** will provide opportunities for professional growth for teachers and college summit for students

**National Coalition of Girls Schools:** has offered GALA an affiliate school status. This will allow teachers to communicate and collaborate with teachers in member schools, as well as participate in online and in-person collaboration regarding STEM instructional strategies.

**Online School for Girls:** will provide opportunities for professional development and conferences to discuss research-based methods for teaching girls.

**UCLA Exploring Computer Science Program:** agreed to be a partner in designing the computer education sequence of courses and curriculum to prepare girls for a pathway to computer science in undergraduate and graduate programs. They are committed to providing training to teachers for the Exploring Computer Science curriculum as well as assisting teachers with developing a technology rich curriculum.

**USC School of Engineering:** agreed to be a partner in developing the science and math sequence of courses to prepare girls for a pathway to engineering in undergraduate and graduate programs. They are committed to working with teachers to develop high levels of rigor and hands-on experience integral to the development of engineers.

Business and Community Partners:

**Campus Steps:** will provide on-line and mobile-based application for college counseling services through advisories and counselor

**Girls Who Code/Black Girls Who Code Organization:** will provide training for teachers and core student groups regarding computer coding and careers in the technology field. In addition, they provide online collaboration with cohort student groups throughout the country.

**National Center for Women and Information Technology:** will assist as advisors for infusing technology throughout the school. Professionals from NCWIT will serve as mentors and advise for the annual technology competition. In addition, the counselors for computing program will assist in providing training for counselor and advisories regarding leadership in technology.

**National Girls Inc:** will provide networking opportunities and training for teachers and girls in leadership. The highly acclaimed Girls Inc. leadership curriculum will be incorporated into advisory time.

Additional community/educational partners are in development, and also in progress is a grant for a private school/public school partnership for summer school enrichment and tutoring program.

#### 4. School Culture and Climate

##### a. Academic Culture

The academic culture at GALA will be rooted in the tenets of the core values of excellence, leadership, and wellness. We seek to educate the 'whole child' by establishing a physically and emotionally safe

school in which girls can gain deep knowledge, pursue their interests, and take risks, while growing intellectually and emotionally.

All students, families, teachers, administrators, and support staff will be committed to making sure that GALA girls are given every opportunity to succeed in the highly demanding curriculum and the commitment to the community of learners at the school. Structures will be in place from recruitment of the best teachers and support staff, through daily structures of collaboration and support, through the honor code and expectations for student behavior, as well as the development of wrap-around services to make sure that all girls feel supported throughout their educational journey at GALA and as they matriculate to college and beyond.

#### Recruitment:

**Teachers:** The primary component in an effective school is the relationship between teacher and student. This is even more crucial in an all-girls school where attention to gender stereotypes, adherence to social and emotional support, as well as intellectual rigor, is paramount. Teachers will incorporate the whole child model and individualize the instruction for the students in their classes. Teachers will actively participate in advising students through advisory and collaboration periods as well as provide academic assistance through additional office hours. Teachers will participate as fully as possible in the life of the school, not only in collaboration with other teachers but participating on school governance committees and sponsoring after school clubs and activities. Teachers will treat students with respect and value families as educational partners.

**Support staff:** Support staff will support the vision and mission of the school and will be included in operational decisions through leadership council. Support staff will be encouraged to be technologically literate, and will be provided with the tools and support to become part of the learning community.

#### Structures of Support

Recognizing the level of rigor needed to succeed at GALA, support for intellectual and emotional growth is structured within the school day by the following support structures:

**Summer Bridge Program:** A program introducing students to the rigor and study skills needed to succeed in GALA. The summer bridge program will also build the home/school compact through parent workshops introducing parents to the procedures and practices at the school site, including computer networking.

**Advisory:** Students will have a seven period day, with an advisory as an anchor for the start and close of the day, to assist in academic, operational and social-emotional well being. Advisories will include operational activities such as Breakfast in the Classroom, and check out and use of tablets. However, most of the advisory time period will be devoted to academic advisement, leadership skills, organizational skills, development of social emotional skills, and intervention. All teachers will have an advisory and will follow their group of students from 6<sup>th</sup> through 12<sup>th</sup> grade. In 6<sup>th</sup> through 9<sup>th</sup> grade, the emphasis in advisory will be on study skills, interpersonal skills, social-emotional awareness, wellness decision-making, communication skills, and leadership skills. In 10<sup>th</sup> through 12<sup>th</sup> grade, the advisory curriculum will build on the foundation of earlier skills and will include economic and financial literacy as well as college advisement and preparation. Counselors and administrators will assist with all advisories and will ensure that students have completed Individual Graduation Plans and are on track with their plan for graduation and post-secondary options. In advisory, time may be used for guest speakers and presentations by community partners, college representatives and/or mentor meetings. All juniors and seniors will be trained to serve as student mentor/student advisees in 6<sup>th</sup> -10<sup>th</sup> grade advisories twice a week as part of their community service commitment within the school.

7<sup>th</sup> period computer sequence and Collaboration Time: Traditionally, schools are structured with a six period day. GALA has added in a seventh period that will be used for intervention, collaboration and competition. In Middle School, the 7<sup>th</sup> period will follow an alternating day schedule with three days of the week (Tuesday, Thursday, Friday) devoted to academic collaboration, intervention and enrichment support, and two days (Monday and Thursday) devoted to computer instruction. On collaboration days, the 7<sup>th</sup> period will be designed flexibly – students will be grouped together based on teacher/student identified needs. Students who need an extra ‘scoop’ of instruction will be grouped together for intervention. English Learners may have their English Language Development during this time period and students with IEPs suggesting the learning center may partake of those services during this time period. In addition, students in 9<sup>th</sup> grade who come to the school without taking Algebra will take Algebra in this time period to increase their chances of getting into a four-year college. Students who are participating in academic competitions - debate, robotics, mathletes, and academic decathlon may use this time to prepare for competitions. For the other two days a week, students will work on an Educational Computer Science program collaboratively designed computer sequence of courses intended to prepare students for the high school required sequence of computer courses. In high school, students may use this time period to complete online credit recovery as needed or to complete higher level and Advanced Placement courses not available at GALA.

#### Honor code and behavioral expectations

GALA core values – excellence, leadership and wellness - will be explicitly taught and developed from the time of entry (orientation sessions in the summer prior to entering GALA) throughout all years at GALA. As with academics, girls come to GALA with a variety of experiences and skills in the social-emotional realm. Social-emotional skills, communication skills, and peer mediation skills will be explicitly taught within advisory period and supported through the honor code and honor code council, peer mediation, and school uniform policy.

Honor code and honor code council – The honor code represents the values of the school and the belief that we are responsible to each other to uphold the highest behavioral standards both at school and in the larger community. GALA students will be expected to adhere to the highest standards of conduct as well as honesty and integrity. Girls will have instruction in decision-making during their advisory but will ultimately be responsible for making decisions that affect themselves and the school. A committee of students, faculty and administrators will make up the honor code council and will receive training to review violations of school code of conduct and honor policy.

Peer mediation – Many times, small problems at a school are exacerbated by the fact that in adolescence, students turn to their peers rather than adults for guidance. Recognizing this tendency, GALA will be proactive in training peer mediators in peer mediation skills. Peer mediators will be responsible for assisting girls in communicating openly and problem-solving to solve differences. In addition, Council of Schools training will be part of the advisory. This training helps to humanize the academic environment and acknowledge the social emotional aspects, which can hinder or facilitate learning.

School Uniform – To convey the level of professionalism expected at the school, all adults and students will dress professionally. Middle School students will be encouraged to wear grey pants/skirt, white polo shirt, black jacket/sweater, and white tennis shoes. High School students will be encouraged to wear grey pants/skirt, gray polo shirt, black jacket/sweater, and white tennis shoes. The school colors are purple and grey. As seniors are accepted to college, they will be able to wear their college sweatshirts as part of their senior attire, thus building the college-going culture within the school. The GALA uniform will be worn with self-respect and respect for the school community. GALA will fund-raise so that each student will initially receive a polo shirt with the school logo and will make sure there are additional polo shirts available for students in need. Teachers and staff will dress professionally appropriate to their professions.

Wrap around services/wellness center

Recognizing that girls face extensive issues regarding body image, self-esteem, and loss of voice as they move through adolescence, GALA will partner with Council in Schools to develop techniques for students to discuss issues they are facing as well as learn to keep their own voice as they navigate through adolescence. Students will receive instruction in wellness and decisions regarding their physical, social and emotional health through advisory as well as through the health and physical education core curriculum. In addition, teachers and support staff will participate in ongoing professional development regarding identification of potential issues during adolescence such as depression, anorexia and bulimia, drug abuse and suicide warning signs.

In addition to these structures, GALA will work with Health Core and community health organizations to provide onsite services to students. We plan to model this service after the highly successful partnership model of the Asian Pacific Health Care ventures with Marshall High School and Belmont Learning Community. We will work to establish services at the school site that will benefit not only the girls at GALA, but also their families and the community.

The structures of support at GALA are designed to help students navigate adolescence, learn about themselves and others, and flex their intellectual muscles to excel in academics.

Besides the traditional structures to measure success such as performance assessments, test scores, and annual school surveys, GALA will utilize informal structures to gauge school culture and climate. Informal feedback from advisories, parent participatory committees, and teacher and staff collaboration meetings will be gathered with an eye toward continuous improvement. A biannual retreat will also provide much needed reflective time to analyze the areas of growth and strength at GALA. As GALA moves forward with establishing the additional high school grades, the school will participate in the Western Association of Schools and Colleges (WASC) Focus on Learning review and action plan, which will further involve all stakeholders in reviewing the school plan.

b. Professional Culture:

The professional culture at GALA will mirror the academic culture. The teachers will model academic excellence, intellectual curiosity, mutual support, and collaboration.

Professional development will include a mix of traditional professional development from curriculum providers, collaborative development of innovative curriculum, anchor projects and integrated projects, and collaborative teams working on studying teaching practice.

Traditional Professional Development:

SpringBoard Curriculum – The purchase of the SpringBoard curriculum from the College Board includes ongoing professional development for teachers and administrators. Starting with three days of training in the summer prior to implementation, it also includes cognitive coaching during the school year, e-learning of video modules and access to the online community of teachers and coaches. Additional summer training is required for years two and three of implementation.

Exploring Computer Science teacher workshops – curriculum requires one week of training for teachers who will teach a course in the following year.

Common Core – curriculum workshops are offered throughout the year and in the summer by LAUSD Wildwood School's Advisory is Essential Workshop- a workshop to design and refine advisory curriculum grades 6-12.

On Line School for Girls – offers online training in instructional strategies for teaching in a girl's school, and curriculum design. Teachers will take online classes and use the courses to assist with collaborative curriculum design

**Collaborative Curriculum Design:** Based on traditional professional development training, teachers will collaborate by grade level and subject area to design the technology infused, project-based, thematic curriculum. As teachers design and refine the curriculum, they will develop common assessments and anchor papers for each grade level. In addition, teachers will work together to establish effective instructional strategies and develop several strategies that will be cross-curricular.

**Collaborative Teams:** Teachers will work in professional learning communities by grade level and subject teams to develop a critical friend's process. Training will be provided through the Critical Friends Program at Wildwood School in developing a working and reflective group to focus on the art of teaching. In addition, as part of the National Coalition of Girls Schools, teachers will have access to a large community of teachers in girls' schools to discuss instructional methods that work best for girls. Traditional assessment of success such as performance assessments, grade evaluation, and standards will be evaluated, but the non-traditional will also be discussed. The goal is to develop a collaborative, safe but challenging atmosphere that will help each teacher become the best at his/her craft.

Although the administrators will participate in the UTLA agreed upon evaluation process, they will serve as professional coaches of good teaching rather than solely evaluators. In addition, after the initial start up years when much of their time and attention is needed out of the classroom, administrators will teach at least one class to stay current in the ongoing practice of teaching.

Recognizing that time, organization, and fatigue take a toll on collaborative planning, structures will be established to ensure that collaborative time is available to teachers. The spring and summer prior to the initial opening of GALA, teachers will participate in collaborative planning time. During the school year, when possible, teachers will have common planning time built into their schedule. Several school retreats and grade level/subject level retreats will be planned for ongoing review of professional practice.

## **5. Design Team Capacity**

The Gala Design team has been in formation for several years, beginning with conversations between female educators regarding the role of women in educational leadership, leading to research into gender inequity in education, and finally leading to the formation of a group to review educational models that would lead to more girls graduating and going on to college.

The design team is a group of experienced educators, community members and parents (some members wear all three hats) who have the capacity to lead GALA to become a model for girl's education within LAUSD. The GALA proposal has been a collaborative effort of the Design Team.

Elizabeth Ackerman-Hicks – Liz Hicks is an experienced educator. Initially hired in LAUSD as a social studies and physical education teacher at Hamilton High School, Liz served in various capacities at the school including Department Chair, Athletic Director, School Based Management member, and United Teachers Los Angeles Chapter Chair. Ms. Hicks founded the Communication Arts Academy (CAA) small learning community at Hamilton and wrote a successful California Partnership Academy grant. As the lead teacher and academic counselor for CAA, Ms. Hicks brought graduation rates to 100%, college going rates to 85%, and brought in an additional \$160,000 per year of funding from community and business partners. Ms. Hicks was promoted to Assistant Principal Secondary Counseling Services at Hamilton High School and redesigned the master schedule from comprehensive high school to small learning community. Ms. Hicks has continued in administrative positions serving as House Principal at Beverly Hills High School and Assistant Principal in charge of discipline, instruction, and intervention at Marshall High School. For the last four years, Ms. Hicks has increased the graduation and college-going rates of schools in Educational Service Center, West as the K-12 Counseling Coordinator. Ms. Hicks

holds a Masters Degree in Educational Leadership from the University of La Verne and a Bachelors degree in History from the University of California at Santa Cruz. Ms. Hick's professional memberships include Women in Educational Leadership and the National Association of University Women. Ms. Hicks has shared her expertise in counseling, master schedule programming, WASC accreditation, College Board and UCOP processes with the team. Ms. Hicks is the lead for the GALA proposal and the co-lead for the Boys Academic Leadership Academy (BALA) coordinate school proposal

Jay Benoit – Jay Benoit has served LAUSD as a science teacher for over a decade. As a lead teacher for the School of Environmental Studies at Marshall High School, Mr. Benoit has lead professional development for science teachers, developed ongoing community partnerships, wrote and received several school grants including a California Partnership Academy grant, and serves as a leader for integrated curriculum design at the school. Mr. Benoit brings his passion for teaching science and leading integrated curriculum design to the GALA team.

David Carr- David Carr started his teaching career at a Los Angeles Teach for America (TFA) Corp member. He taught English Language Development (ELD) at Compton High School, where he was also the EL coordinator and Department chair, and later at Franklin Middle School in Long Beach Unified School District. Mr. Carr joined the TFA office working on recruitment, placement and professional development of teachers. After receiving his Masters in Administration and Administrative credential, Mr. Carr became a founding member of Animo Venice Charter High School. In 2011 David joined LAUSD as a teaching and learning coordinator. David brings his extensive experience in teacher recruitment and professional development to the GALA team. Michelle Carr – Michelle Carr has a Bachelor of Arts degree in political science, philosophy, and women's studies and a Masters of Arts degree in Education. Her graduate work focused on the use of gendered language in the classroom. She began her teaching career as a sixth grade teacher and soccer coach at Adams Middle School in Richmond, CA and went on to teach fifth grade at Hall Middle School in Corte Madera, CA. Mrs. Carr is currently a fifth grade teacher and host family coordinator at Chadwick School in Palos Verdes, CA. In 2011, she was asked to collaborate on the school's iPad pilot program, which has now been successfully extended to grades 4-8. She serves on the Middle School Review Committee, the Middle School math curriculum committee and the professional growth committee for the school. Mrs. Carr brings to the GALA team her knowledge of curriculum, strong technology background as well as her personal and professional commitment to girls' education.

Joanna Fuller – Ms. Fuller came to Los Angeles Unified School District through the Teach for America program. She is a teacher of mathematics at Audubon Middle School. She has the distinction of having all of her students in Algebra and Geometry place in the Advanced or Proficient range on the California Standards Tests in Algebra and Geometry in 2012. She is currently part of the Instructional Leadership team for the school focusing on Common Core mathematics instructional shifts and practices. Ms. Fuller brings her expertise in teaching mathematics and curriculum design to GALA.

Carina Miller – Ms. Miller has a Bachelor of Arts degree in English and a Master of Arts degree in Education from Pepperdine University. Ms. Miller taught secondary English courses in the Communication Arts Academy at Hamilton High School. Ms. Miller participated in the integrated curriculum and projects within CAA and was an active member of the English Department. Currently on leave from LAUSD, Ms. Miller is raising her children and working with Resources for Infant Educators (RIE), a non-profit organization dedicated to improving the quality of infant care and education through teaching, supporting and mentoring. Ms. Miller teaches a RIE course as a parent educator and mentor. Ms. Miller brings her English teaching expertise, her work with non-profit organizations, and her parent education skills to the GALA team.

Sandra Miller – Sandra Miller is an educational consultant. She has been committed to improving teaching and learning for all students throughout her professional career. During her twenty years with the

LAUSD, she helped teachers, coaches, and administrators from over 150 schools use research-based practices to refine curriculum and instruction and enhance student outcomes, most recently as Secondary Literacy Coordinator for Educational Service Center West. As a consultant, she continues to design and coordinate professional learning opportunities related to educational change and improvement, school leadership, effective use of data, and the creation of professional learning communities. Ms. Miller completed her undergraduate work at Niagara University and earned a Master's Degree in Curriculum and Instruction from the University of Southern California. Ms. Miller brings her considerable experience in curriculum and instruction as well as coaching strategies to the design team.

Laurie Owyang – Laurie Owyang founded Humanasaurus, a human resources consulting firm, after serving as Vice President of Human Resources for a Fortune 500 company. During her twenty years as a consultant, she helped 200+ client companies more effectively manage their employees. She specialized in conducting workplace investigations and training employees, supervisors, managers, and executives. As a lifelong volunteer, she has served on the boards of Professionals in Human Resources Association (PIHRA), Young Women's Christian Association (YWCA) of Greater Los Angeles and the Los Angeles Women's Foundation. Since 2009, she has been a volunteer mentor and career coach for Dress for Success. She has a Bachelors degree in Psychology from the University of California at Berkeley. Ms. Owyang brings to the GALA team her human resources experience and expertise, knowledge of and experience with community organizations focused on women, and is also the parent of girls who graduated from an all-girls school.

Maggie Pulley – Maggie Pulley started her teaching career working in an LAUSD school as a Kindergarten teacher. After a few years working at a public school, she took the opportunity to work at a brand new charter school, Larchmont Charter School. The experience of being a Founding Teacher at a charter school was challenging and rewarding. During her years at LCS, she fulfilled many roles, designing curriculum, sitting on the board of directors, and helping to hire and train new teachers. This experience solidified her commitment to the charter school movement. Ms. Pulley was instrumental in the creation of City Charter Middle School and City Charter Elementary, and currently sits on the Board of Directors of the City School organization. She is still working in education, as a teacher at California Virtual Academy, while raising her two children.

Pamela Von Eschen – Pamela graduated with a Bachelors of Arts in History from the University of California at Santa Barbara. She started her career in LAUSD in 1991, coming through the district intern program. She spent six years as a bilingual teacher in the second, third and fourth grades at West Vernon Avenue Elementary School. She also served her school community as United Teacher Los Angeles Chapter Chair. She is currently a second grade teacher at Los Angeles Elementary School and has been a literacy coach for the school. Pamela collaborated with several colleagues and students to produce geometry based music videos that won a Video in the Classroom award. Pamela brings her experience in teaching multiple-subjects, bilingual teaching, knowledge of literacy concepts, specific strategies for teaching English Learners and whole child philosophy to the GALA team.

## II. SCHOOL INSTRUCTIONAL PLAN

### 1. Curriculum and Instruction

Instructional Program: The design of the sequence of courses, instructional plan and curriculum for GALA address the identified areas of need:

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

The Instructional program at GALA is a highly rigorous college preparatory curriculum with emphasis on math, science, technology, and leadership. The GALA design, as a SPAN school is purposeful to develop a seven-year curricular path to not only graduate but also articulate to highly selective colleges and be



successful and confident with college level work. Assistance and collaboration is built into the school day so that girls can work with teachers as partners in their educational journey.

Instructional and curricular materials will abide by policies set forth in LAUSD's bulletin pertaining to Instructional Materials Policies and School Site Procedures, including ensuring that instructional materials are District adopted. The Middle School sequence of courses is designed to provide the critical thinking skills, academic literacy, and writing skills to enable students to be successful in high school. The core English and math curriculum in Middle School will be the College Board SpringBoard pre-AP curriculum which is designed to meet the common Core state standards as well as prepare students for the rigor of advanced placement courses in high school.

Currently the LAUSD graduation requirements for the class of 2017 and beyond consist of the minimum California State University A-G requirements. Girls at GALA will exceed these requirements, and will meet or exceed the University of California A-G curriculum. Middle School girls will complete their A-G requirement of Language Other Than English (LOTE) by taking Spanish 1 and 2 in 7<sup>th</sup> and 8<sup>th</sup> grade. There will be opportunities for students to continue their language study with online high school courses. Additional opportunities for AP courses not available at the school will be offered by online courses.

Comparison of LAUSD (CSU) UC and GALA requirements:

<b>A-G</b>	<b>California State University Requirement (LAUSD requirement class of 2016 and beyond)</b>	<b>University of California Requirements</b>	<b>GALA Requirements</b>
A-Social Studies	2 years + 1 year CDE	2 years	3 years – 1 year higher level AP or honors
B-English	4 years	4 years	4 years – 2 years higher level AP or honors
C-Math	3 years	3 years	4 years – 1 year higher level AP or honors
D- Science	2 years –one biological, one physical	2 years –one biological, one physical	4 years – 1 year higher level AP or honors
E-Language Other Than English (LOTE)	2 years	2 years	2 years-completed in Middle School
F- Fine Art	1 year	1 year	1 year
G- electives	1 year	1 year	2 years
Additional Requirements	n/a	n/a	-1 semester Speech -6 year sequence of computer courses -Senior Research

			project -7 year sequence of advisory course
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- Sequential college preparatory math, science, and technology curriculum, infused with instructional techniques appropriate to girls

Students in GALA will follow either the District's alternative accelerated math course sequence, which enables students to complete Algebra and Geometry in middle school, and allow them as high school students to enroll in rigorous, college-level mathematics courses, e.g., AP Calculus AB. (AP Calculus AB is considered a prerequisite for most undergraduate schools of engineering and is a gateway course for highly selective colleges.)

Students in GALA will follow a six year sequence of computer courses starting in middle school that will culminate in AP Computer Science Principles. The sequence of computer science courses, collaboratively designed with the Exploring Computer science program at UCLA, will focus on the prerequisite skills to be competitive in an undergraduate computer science program.

GALA girls will take science courses, aligned to Next Generation Science Standards (NGSS), that will enable students to successfully further their advanced study in rigorous science courses, including Honors, Advanced Placement (AP) and STEM, while still in high school.

- Development of "voice" and leadership skills for girls

In middle school, students will be taught skills in speech and debate as part of the social studies and English curriculum, and a one semester course in speech will be required in the 9<sup>th</sup> grade. GALA will foster leadership skills in all students by requiring presentations, speech, debate, and leadership skills to be integrated into the curriculum. Students will be encouraged and expected to express themselves in all classrooms and questioning techniques will be encouraged and honed so that teachers bring out student voices in classrooms. Advisories will consistently use similar techniques to foster student voice.

The sequential course of study is as follows:

#### Middle School Course of Study

	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
	Advisory/Leadership	Advisory/Leadership	Advisory/Leadership
1	Core English/History	English	English
2		History	History
3	Core Math/Science	Algebra 1	Geometry
4		Science	Science
5	Art/Speech/Intro Spanish Computers elective wheel	Spanish 1	Spanish 2
6	PE	PE	PE
7	Collaboration/ Introduction to Computing	Collaboration/ Computing 1 – design, coding, robotics	Collaboration/ Computing 2 – design, coding, applications
	Advisory/Leadership	Advisory/Leadership	Advisory/Leadership

## High School Course of Study

	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
	Advisory/Leadership	Advisory/College Prep	Advisory/College Prep	Advisory/Mentorship College Prep
1	Honors English 9	Honors English 10	American Lit/Cont Comp or AP Eng Language	Expos Comp/Modern Lit or AP Eng Lit
2	Health/Speech	World History or AP World History	US History or AP US History	Government/Econ or AP Government and online Econ
3	Algebra 2	Trig/Math Analysis	AP Calculus AB	AP Calculus BC or AP Statistics
4	Biology or AP Biology	Chemistry or AP Chemistry	Physics or AP Physics	AP Environmental Science
5	Digital Design	Exploring Computer Science	AP Computer Science Principles	Senior project/honors research
6	PE	Drawing	PE	Painting
7	Collaboration /Intervention/ Spanish 3 (online)	Collaboration/ Intervention/ AP Spanish Language (online)	Collaboration/ Intervention/ AP courses online	Collaboration/ Intervention/ elective/AP courses online
	Advisory/Leadership	Advisory/College Prep	Advisory/College Prep	Advisory/Mentorship College Prep

Although students at GALA will be expected to aspire to the highest levels of academic performance, structured support and instructional strategies will assist any girls who are struggling.

**Structured support:** The school program encourages students to discover their potential, think critically, and develop intellectual curiosity. Students will be challenged but will also be encouraged to seek extra support and skill building activities from peers and teachers during advisory, collaboration, as well as teacher office hours. Although students will be taught to be stewards of their own education, student progress will be monitored closely, and teachers, advisors and counselor will work with students to ensure they are sufficiently challenged and supported academically. The collaboration time scheduled during Period 7 is designed for teachers to give extra support to students who need it and for students to seek extra help and support from teachers, peers, and older students.

Advisory is not just a place for students and teachers to connect, but is designed as a sequential curriculum in health, wellness, self-knowledge, social responsibility, concepts of social emotional learning as well as academic skills, learning styles, financial literacy, leadership skills, and college awareness/planning. The advisory curriculum will be designed by the teachers and refined each year to meet the changing needs of the school.

Collaboration time is designed to allow students to collaborate with peers or teachers on integrated and anchor projects. In addition, students who need a review of concepts will be able to receive extra instruction during this time period. Collaboration time and computer science instructional sequencing will alternate days in the middle school so that students have access to enrichment and support. In high school, students will be able to use the collaboration time period for online courses, enrichment, or credit recovery.

Special education students at GALA will be integrated into the school and will be part of a collaborative co-teaching model taking the same courses at the same time as their peers without an IEP. The

collaborative co-teaching model will also be employed for English Learners. English Learners will take courses with instructors trained in SDAIE strategies. The Language Acquisition team will design specific strategies and goals for English learners to receive the support needed to access and succeed in the highly rigorous curriculum. English Learners will be enrolled in the support classes during collaborative time as designated by the Language Acquisition Team.

Teachers will collectively develop other differentiated instructional strategies, and subject specific strategies through curriculum design and critical friends groups.

### Technology

At GALA, technology will be infused throughout the curriculum as an instructional strategy, including a focus on the use and design of technology, the use of peer-to-peer interaction, development of a community of learners, and real life projects. Students will keep an electronic portfolio of exemplary work and anchor projects/papers from grades 6-12 and will conclude with a senior paper or research project. Seniors will be paired with mentors or community partners for the research project. Students will be encouraged to participate in competitions such as Mathletes, Robotics, Aspirations in Computing, and Academic Decathlon in order to infuse the instruction with fun 'real life' activities based on the curriculum. All students will have tablets to work with each day, and teachers will infuse their teaching with technology related assignments. Some examples are blogs for discussion of homework, GoogleDocs for peer editing, and Smartboard technology for physics and calculus graphing. GALA will also partner with the National Center for Women in Informational Technology (NCWIT) and with the AspireIT Middle School Outreach program.

### Alternative Curriculum, Programs and Resources<sup>2</sup>

The SpringBoard curriculum adopted in middle school is aligned to the Common Core State Standards (CCSS). SpringBoard, a comprehensive instructional program in English-language arts and mathematics, has been shown to improve achievement and access by underrepresented students to college readiness skills and Advanced Placement (AP) success. The curriculum, approved by LAUSD, will assist girls in the highly academic high school program including numerous opportunities to take and succeed in AP curriculum. The SpringBoard researched-based curriculum (grades 6-12) builds on strengths of students, provides them with 21<sup>st</sup> century skills and prepares them to experience success in Advanced Placement, other advanced academic courses, and college. Because the SpringBoard curriculum is already tied to common core assessments, the SpringBoard curriculum will be evaluated by the girls' success in the Common Core and SpringBoard assessments.

The sequential computer curriculum, designed in collaboration with the ECS program at UCLA, will be designed to have girls learn basics of coding, design, robotics, photo design and photo shop, and web design in middle school, and progress to more theoretical concepts in high school. The curriculum will be brand new and will be vetted through the new and experimental courses process within LAUSD.

Anchor projects will be developed by collaborative grade level teams for each grade level culminating in a final research project in 12<sup>th</sup> grade. Anchor projects will allow for multiple means of assessing progress through the standards. In both the Algebra and Geometry courses, CCSS for Mathematical Practice are infused throughout all lessons and instructional activities, integrating teaching and learning strategies that help students apply methodical approaches to master new content. **2. Assessment Plan**

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<sup>2</sup> GALA will comply with District process for selection of curricular materials and obtain any waivers necessary from ILTSS.

GALA will follow the District assessment plan or submit a waiver request pursuant to the District's comprehensive assessment program reference guide. GALA will use a combination of assessments to guide instructional practice. In addition to the Common Core assessments and the LAUSD performance assessments, a variety of formative SpringBoard assessments will be used to measure student progress and inform teaching and learning. In addition, teachers will collaboratively develop integrated projects and anchor projects for each grade level culminating in a self-directed research project in the senior year.

The GALA teachers will design integrated projects and anchor projects with rubrics for each grade level. Teachers will design projects for grades 6-8 starting in the summer of 2015 and continuing through Fall 2015. Anchor projects for grades 9- 12 will be developed the summer of 2016. As the school develops the high school curriculum, Advanced Placement exams will be used to assess the efficacy of the SpringBoard pre-AP curriculum. Rubrics will be aligned to CCSS and other state standards.

### 3. Professional Development

a. Teacher professional development at GALA will be ongoing, multi-faceted, and focused on enhancing content knowledge and evidenced-based pedagogy that support and maximize student success. Professional development at GALA will be District approved with a mix of traditional professional development from curriculum providers, collaborative development of innovative curriculum, anchor projects and integrated projects, and collaborative teams working on studying teaching practice. All professional development will be focused on teachers providing the vision and support for all girls to receive a highly rigorous college preparatory curriculum.

b. There are three areas of new curriculum within GALA. This includes Springboard pre-AP curriculum for the middle school, the computer sequence of courses, and advisory/ collaboration time. The Springboard curriculum includes a professional development component for the first three years of implementation. This multi-year professional development support includes hands-on workshops in the summer, cognitive coaching throughout the school year, and access to e-video library and online teacher collaborative. ELA and math teachers in the middle school, as well as administrators, will participate in hands-on training and will bring the model back to the school to integrate into the science and social studies components. The computer sequences of courses and advisory will be designed in the spring prior to opening the school, with training in the summer prior to the start of the school year.

A tentative professional development schedule is as follows<sup>3</sup>:

Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
Wildwood School Advisory Workshop	Develop sequential advisory curriculum	Review as part of fall retreat	Review as part of summer retreat	Wildwood Advisory workshop 2
SpringBoard curriculum training	SpringBoard Curriculum training	SpringBoard curriculum cognitive coaching	SpringBoard curriculum cognitive coaching e-library review	SpringBoard training year 2 implementation
Computer curriculum design	Computer curriculum design	Coaching from	Review as part of	Computer curriculum design

<sup>3</sup> GALA will abide by UTLA collective bargaining agreement pertaining to professional development and on-site obligations, or obtain a waiver in order to implement the PD schedule.

workshop with Exploring Computer Science program	workshop with Exploring Computer Science program	ECS professionals Review as part of fall retreat	spring retreat	workshop with Exploring Computer Science program
	Critical friends training and establishing protocols	Review as part of fall retreat	Review as part of spring retreat	Review and refine practice in summer retreat
Online school for girls training – attendance at the NCGS STEM to STEAM conference	Online school for girls training	Online school for girls training	Online school for girls training	Online school for girls training

## Weekly ongoing professional development

Monday	Tuesday	Wednesday	Thursday	Friday
Common planning time and after school focus-critical friends	Late start professional development meeting-collaborative curriculum design	Common planning time and after school focus-critical friends	Common planning time and after school focus-collaborative curriculum design	

c. Based on traditional professional development training, teachers will collaborate by grade level and subject area to design the technology infused, project-based, thematic curriculum. As teachers design and refine the curriculum, they will develop common assessments and real world anchor papers for each grade level. Teachers will work in professional learning communities by grade level and subject teams to develop a critical friend's process. Training will be provided through the critical friends program at Wildwood school in developing a working and reflective group to focus on the art of teaching. In addition, as part of the National Coalition of Girls Schools, teachers will have access to a large community of teachers in girls' schools to discuss instructional methods that work best for girls. Besides these opportunities for professional development, as teachers meet in collaborative teams to design integrated curriculum, backwards plan from anchor projects, and review student work, teachers will identify areas of need for both individuals and groups. As part of the peer review process, teachers will be asked to reflect on individual areas of need. The principal will work with teachers in finding the appropriate professional development resources to meet their needs.

#### 4. School Schedule and Calendar<sup>4</sup>

The school will mirror the existing LAUSD single-track school calendar. If funding allows, teachers and students will be required to participate in a summer program prior to the start of the school year. The summer program initially will involve teachers and students in advisories getting to know one another and working on study habits and skill building activities. After the start-up year, the 'summer experience' will focus on students new to the school (all 6<sup>th</sup> grade students). In addition, pupil free days will be planned at the start of each semester for reflection, professional development, and participation in critical friends groups.

The school day will be structured to include intervention and enrichment. The use of advisory to open and close the school day will connect students to the school by building a family-like atmosphere. This is especially crucial as students navigate the middle school years. Traditionally schools are structured with a six period day. GALA has added in a seventh period that will be used for intervention, collaboration and competition. In middle school, the 7<sup>th</sup> period will follow an alternating day schedule with three days of the week (Tuesday, Thursday, Friday) devoted to academic collaboration, intervention and enrichment support, and two days (Monday and Thursday) devoted to computer instruction. On collaboration days the 7<sup>th</sup> period will be designed fairly flexibly. Students will be grouped together based on teacher and student identified needs. Students who need extra instruction will be grouped together for intervention. English Learners may have their English Language Development during this time period. Students who simply need a quiet place to work on homework or do research will be provided an opportunity. Students, who are participating in academic competitions such as debate, robotics, mathletes, and academic decathlon, may use this time to prepare for competitions. For the other two days a week, middle school students will have the computer sequence of courses intended to prepare students for the high school required sequence of computer courses. In high school, students may use this time period to complete online credit recovery as needed or to complete higher level and Advanced Placement courses not available at GALA. See Appendix C for tentative Master Schedule and Student Schedule.

The school calendar and instructional minutes are modeled after the traditional LAUSD model. However, the instructional day is extended in terms of minutes, and Tuesday is a late start and late end day

##### Proposed Bell schedule:

The bell schedule will be a block schedule with odd/even days and period 7 running across all days. On Tuesdays, students will go to all courses and there will be a late start so that faculty can meet and collaborate. Students will be offered before-school activities from community partners. The bell schedule may be modified depending on the host school schedule so that staggered start and end times as well as lunch times can allow for maximum independence at both campuses.

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 (30 min) Advisory	9:00-9:15 (15 min) Advisory	8:00-8:30 (30 min) Advisory	8:00-8:30 (30 min) Advisory	8:00-8:30 (30 min) Advisory
8:35-10:05 (90 min) Period 1	9:25-10:10 (45 min) Period 1	8:35-10:05 (90 min) Period 2	8:35-10:05 (90 min) Period 1	8:35-10:05 (90 min) Period 2
10:05-10:20	10:15-11:00	10:05-10:20	10:05-10:20	10:05-10:20

<sup>4</sup> GALA will abide by the UTLA collective bargaining agreement (CBA), Article IX, in developing the schedule and obtaining any waivers necessary to implement the schedule. The schedule will focus on student needs, required instructional time, minimum instructional minutes pursuant to the CBA, and funding.

(15 min) Nutrition	(45 min) Period 2	(15 min) Nutrition	(15 min) Nutrition	(15 min) Nutrition
10:25-11:55 (90 min) Period 3	11:05- 11:50 (45 min) Period 3	10:25-11:55 (90 min) Period 4	10:25-11:55 (90 min) Period 3	10:25-11:55 (90 min) Period 4
11:55- 12: 30 (35 min) Lunch	11:50--12:25 (35 min) Lunch	11:55- 12: 30 (35 min) Lunch	11:55- 12: 30 (35 min) Lunch	11:55- 12: 30 (35 min) Lunch
12:35- 2:05 (90 min) Period 5	12:30-1:15 (45 min) Period 4	12:35- 2:05 (90 min) Period 6	12:35- 2:05 (90 min) Period 5	12:35- 2:05 (90 min) Period 6
2:10-3:05 (55 min) Period 7	1:20-2:05 (45 min) Period 5	2:10-3:05 (55 min) Period 7	2:10-3:05 (55 min) Period 7	2:10-3:05 (55 min) Period 7
3:10-3:20 (10 min) Advisory	2:10- 2:55 (45 min) Period 6	3:10-3:20 (10 min) Advisory	3:10-3:20 (10 min) Advisory	3:10-3:20 (10 min) Advisory
	3:00-3:45 (45 min) Period 7			
	3:45-4:00 (15 min) Advisory			

Staff will be in attendance at all times that the school is in session. Additionally, there will be weekly staff development on the late start mornings with an additional three meetings each week for teacher teams to collaborate. For the start up years, teachers will be in attendance additional days for collaborative planning during the summer.

#### Calendar

GALA will follow the traditional LAUSD calendar with additional time prior to the start of school for students and teachers for orientation. Teachers will have a pupil free day at the start of each semester.

### **5. Staffing**

For the initial start-up year, the enrollment will be 100 students in grade 6 and 100 students in grade 9. It is anticipated that GALA will be a Predominately Hispanic Black Asian and Other (PHBAO) school, and based on the current middle school and high school norm charts, this will allow for 7 teachers and one auxiliary period. Based on a sample Master Schedule (see Attachment C), GALA will meet the allocation norm for year one. However, the Master Schedule is built on one of the foundational ideas of GALA, that students need personalized attention, particularly during the transition years in 6<sup>th</sup> and 9<sup>th</sup> grades. The norm for core academic classes in 6<sup>th</sup> and 9<sup>th</sup> grade at GALA is 25 to 1. In 6<sup>th</sup> and 9<sup>th</sup> grade, GALA will require an additional position. The supplemental positions may be paid for with additional Title One and EL funding. In addition, GALA is seeking to be recognized as a Teach for America (TFA) training school, which could assist with the need for additional teachers. It is also anticipated that GALA will bring in students who are currently enrolled in private schools and charter schools, adding additional ADA money to the District, which might offset the additional teacher, administrative, and clerical needs. As the school grows by one grade per year, the need for additional teachers will grow exponentially.

GALA is requesting the following off-norm positions to assist in its initial year of operation. However, GALA understands that additional positions would need to be considered and approved among other off-



norm requests throughout the District: Assistant Principal, an additional clerical position, a full-time counselor, an English Learner, Bilingual and testing coordinator, and a part-time computer/technical and MiSiS advisor.

During the start-up year, the Principal will seek funding from grants and business partnerships to fund the extra positions initially funded by the District as well as any additional extra costs associated with sustainability.

**Teacher selection:** The primary component in an effective school is the relationship between teacher and student. This is even more crucial in an all-girls school where attention to gender stereotypes, adherence to social and emotional support, as well as intellectual rigor, is paramount. Teachers will incorporate the whole child model and individualize the instruction for the students in their classes. Teachers will actively participate in advising students through advisory and collaboration periods as well as provide academic assistance through additional office hours. Teachers will participate as fully as possible in the life of the school, not only in collaboration with other teachers but in school governance committees and in sponsoring after school clubs and activities. Teachers will be committed to building an environment where students are treated with respect, and families are valued educational partners with the school.

In consultation with Human Resources, teachers will apply with a resume, cover letter, and application. The Principal and design team will be involved in interviewing as a committee, and will submit their selection to HR.

**Leadership:** The Principal is responsible for ensuring that the vision, mission, and core values of the school are the focus. The Principal serves the school community by ensuring that the students at the school are given every opportunity to fulfill their educational goals and leave the school with the academic and personal skills necessary to succeed in college and in life. As the instructional leader of the school, the Principal works with teachers to hone and refine educational practices and suffuse technology throughout the school. The Principal sets the tone for embracing the whole child philosophy and assists with continuity in advisories, wrap around services, and parent services. The Principal works with support staff to ensure that the school is a welcoming community. The Principal is the public spokesperson for the school and builds relationships with the community as well as businesses, private schools, and educational partners. The Principal identifies sources of additional funding and opportunities to benefit students and families in the school community.

Because this is a new school, the Principal must have experience in all aspects of school functionality as well as small school experience. The principal should have knowledge of counseling and master schedule, disciplinary procedures, special education procedures, operations, and instruction.

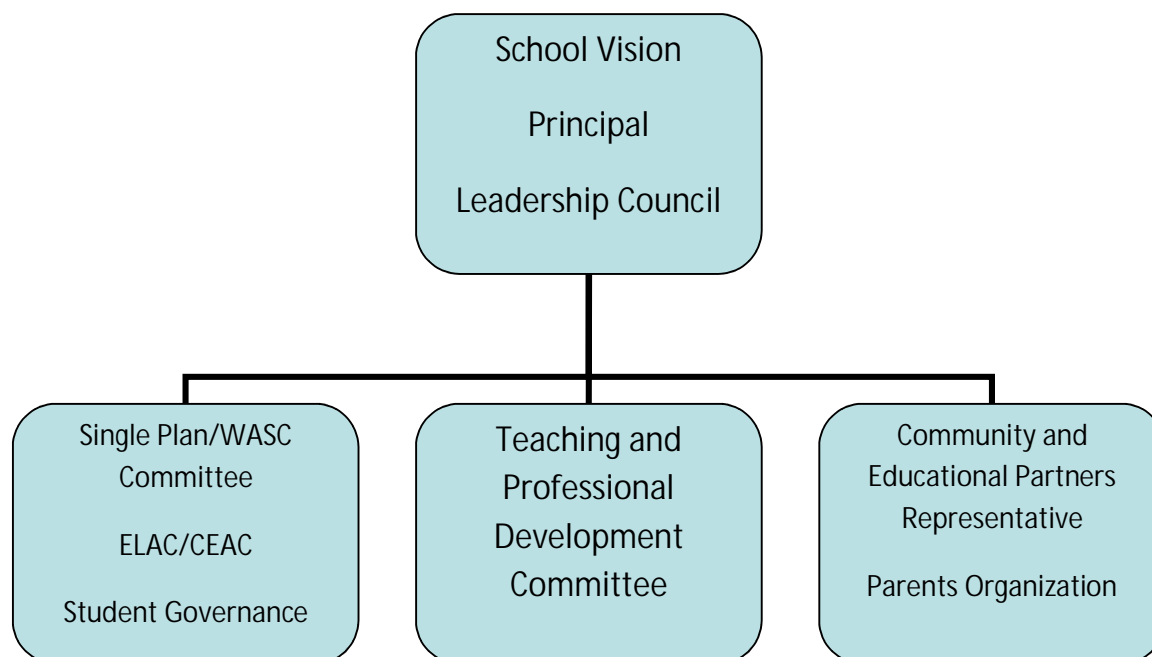
See Appendix A for Job Description- Principal

## **6. Budget**

Budget autonomy will be used to make sure that students receive the support necessary to fulfill the vision and mission of the school as well as the goal of 100% graduation and 100% college going rates. Budget priority first goes to lowering class size in 6<sup>th</sup> and 9<sup>th</sup> grades. Following that priority will be the infrastructure to ensure success including professional development and technology resources. If funding allows, the summer week of learning is a priority for ensuring that students have the skills and personal relationships to start the school year. If approved, the addition of an assistant principal who can both run day-to-day operations, focus on instruction and assist with the development of the vision and mission of the school will be important for the start up years and as the school reaches capacity. Also if approved, having three counselors, one for the middle school, one for the high school and a college counselor will be important as well, especially as the girls start the college application process.

## **7. Governance**

The Vision of the school as set forth in this proposal will be initially implemented by the Principal and Leadership Council (initially the planning committee but will subsequently be comprised of department chairs and grade level leaders) who will collaborate with the school community to implement a model of shared decision-making governance. The School Leadership Council will consist of the following committees: Leadership Council, Single Plan Committee, English Learners Advisory Committee (ELAC) and/or Compensatory Education Advisory Committee (CEAC), Student Governance, Honor Code/Student Governance Committee, Teaching and Professional Development Committee, and Community/Educational Partners Committee. As part of a distributive leadership plan, all teachers will be required to participate on at least one committee.



### III. Implementation

#### 1. Enrollment

The idea of small is central to the development of the GALA. However, based on District norm charts, it will be difficult for a school to be viable with fewer than 100 students per grade level. Initially the school will start with grades 6 and 9. GALA will grow one grade each year until 2019-2020 school year when the 12<sup>th</sup> grade is added.

Academic Year	Planned Number of Students		Maximum Number of Students	Grade Levels
	Within LAUSD	Outside LAUSD		
2016 – 2017	175	25	200	6 and 9

2017 – 2018	350	50	400	6,7,9,10
2018 – 2019	500	100	600	6,7,8,9,10,11
2019-2020	550	150	700	6-12

## 2. Student Recruitment

As a SPAN 6<sup>th</sup> through 12<sup>th</sup> grade college preparatory single-sex school, GALA has a unique focus and vision. Students and families will be recruited by publicizing the school through the school website, LAUSD website, and other appropriate electronic venues. In addition, as a member school of the National Coalition of Girls Schools and through the educational and community partners, the school will generate interest. Outreach will be made to nearby elementary schools and community organizations. In the first year, concerted effort will be made to provide an articulation pathway for Young Oak Kim Academy, a middle school that has single-gender classes for some subject areas.

Students will need to know and understand the vision and mission of the school. Students and parents/guardians will need to attend one orientation from a series of orientation meetings in Spring 2016. After making the decision to enroll in the school, students and parents will complete an online enrollment packet including a parent-school compact. Parents will be part of the orientation, as they will need to understand the unique aspects of the school especially as students move into high school. With any small school, the full range of classes and activities that may be available at a large comprehensive high school will not be available to students. Decisions have been made regarding the scope and nature of this small all-girls school, and parents will need to endorse and support the vision of the school. Students will be accepted from all locations within LAUSD; this is an educational option not available at any other location in the District. Initially, transportation will not be provided. However, if funds become available, transportation might be offered. GALA's admissions shall also comply with AB 1266 to ensure male students who identify as female are admitted to the school.

After the initial start-up year, the recruitment process will include school visits and tours led by current students and parents.

## 3. Facilities

To ensure the essential components of the GALA proposal, it would be ideal to have separation from the shared campus. The standalone building identified at Los Angeles High School campus for GALA consists of 14 classrooms and one administrative space. The 14 classrooms are anticipated to be able to accommodate up-to 475 students. Should GALA's proposal to grow into a 6-12 school serving 700 students be realized, additional classrooms (approximately 6 at current loading standards) would need to be identified on the Los Angeles High School campus for the exclusive use by GALA.

## Appendix A

Principal Job – Suggested additional components to HR description

### Founding Principal, Girls Academic Leadership Academy

We are seeking a Principal for the Girls Academic Leadership Academy in Los Angeles, an all-girls, college preparatory, STEAM school. GALA is designed by a group of educators committed to bringing the highly rigorous all-girls Young Women's Leadership School model to Los Angeles Unified School District.

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

The Principal will be the chief executive (the educational and operational leader) of the school, and will work to create systems that ensure actualization of the vision of the school.

#### Educational leadership

- Provide leadership and direction to all stakeholders in fulfilling the vision and mission of the school
- Establish an atmosphere of collaboration for all stakeholders (teachers, administrators, staff, parents, students, community members)
- Establish relationships with other all-girls schools to share best practices
- Assist teachers with data-based decision making, curriculum development, authentic data-based assessment and peer evaluation process
- Collaborate with educational and community partners, and seek out new partnerships

#### Operational Leadership

- Act as chief executive for the school
- Collaborate with stakeholders on budget development and management
- Collaborate with teachers and counselors in developing a student-centered master schedule
- Establish honor code and systems to sustain honor code and behavioral expectations
- Provide leadership to certificated staff to establish a friendly and welcoming environment for the school community

The ideal candidate will have the required minimum qualifications:

- no fewer than three years of which must have been in K-12 teaching service At least **one year** of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position setting  
A valid California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service

Other desirable qualifications may include:

- experience with small schools or small learning communities
- experience with curriculum design
- excellent written and oral communication skills
- experience with all-girls schools
- knowledge and experience with diverse populations

## Appendix B

## Letters of Support



**FOUNDATION FOR THE EDUCATION OF YOUNG WOMEN**  
DALLAS • AUSTIN • SAN ANTONIO • LUBBOCK • FT. WORTH • HOUSTON

**Lee Posey (1934 - 2008)**  
Founder

**Amy Bean**  
Executive Director

**BOARD OF DIRECTORS**

**Matt Adams**  
Vice President  
Northern Trust

**Gina Betts - Chairperson**  
Partner  
Patton Boggs, LLP

**Gloria Campos**  
News Anchor  
WFAA-TV

**Laura V. Estrada**  
President and Owner  
Gaza Business Services, Inc.

**Ashley Tripplehorn Hunt**  
Partner  
Tripplehorn Hook Interiors

**Liza Lee - Advisory**  
Head of School  
Columbus School for Girls

**Barbara D'Auria Lerner**  
Director of Academic Outreach  
Texas Woman's University

**Evelyn Miller**  
Chief Financial Officer  
Agencies of Change

**Camie Shelmore**

**Michele Snyder**  
Director of Admission  
Ursuline Academy of Dallas

**Kelly Tacke**

**Ann Rubenstein Tisch - Advisory**  
Founder and President  
Young Women's  
Leadership Network, NYC

**Todd A. Williams**  
Executive Director  
Commit!

October 14, 2013

Dr. John E. Deasy, Superintendent  
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles, CA 90017

Dear Dr. Deasy,

The Foundation for the Education of Young Women is a 501(c)(3) organization formed in 2002 with the mission to support single-gender, college-preparatory, public education in Texas and beyond. By utilizing public-private partnerships and innovative methodologies, FEYW is working within the system to ensure that all of our students graduate from high school adequately prepared to achieve success in college. We formed our first public-private partnership with the Dallas Independent School District in 2004, opening the first all-girls public school in Texas, the Irma Rangel Young Women's Leadership School. Since then, we have opened 5 additional schools in Austin, Fort Worth, Houston, Lubbock and San Antonio.

FEYW sponsored schools provide a rigorous college preparatory environment with an emphasis on science, technology, engineering and math. 100% of our students graduate and 100% are admitted to college, despite the fact that 75% of our student population come from economically disadvantaged households. The 3,000 students enrolled in our schools are exceeding expectations and have proven that all girls, regardless of their background or socio-economic status, can excel academically if given the right opportunity.

We fully support the opening of an all-girls, public school in the LAUSD and trust your students can have the same success with full district support and community involvement. We have had numerous discussions with Liz Hicks and believe she has researched the subject thoroughly and is a great champion of the effort. Please don't hesitate to let us know if we can be of assistance.

Sincerely,

Amy Bean  
Executive Director



October 21, 2013

Dr. John E. Deasy, Superintendent  
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles, CA 90017

Dear Dr. Deasy:

The National Coalition of Girls' Schools pledges its support for the formation of the Girls Academic Leadership Academy, Los Angeles. We have reviewed the pilot school prospectus and agree there is a strong need for an all-girls educational option for the families served by LAUSD.

Girls Academic Leadership Academy (GALA) meets the qualifications and has been accepted as a member of the National Coalition of Girls' Schools (NCGS). GALA will receive the full benefits of an NCGS membership—professional development and networking opportunities, cutting-edge research, and advocacy outreach—which reinforce the value and understanding of girls' schools and girls' education. In addition, GALA will gain access to the collective knowledge of over 185 NCGS member schools throughout the United States and Canada.

As clearly defined by the research included in the GALA pilot school prospectus, girls' schools create a culture of achievement. Burch Ford, Retired Head of Miss Porter's School, founded in 1843 in Farmington, CT, described the need for all-girls school best when she stated, "Girls' schools provide a psychological space for girls that doesn't exist elsewhere in our culture."

It is with great pleasure and excitement that NCGS supports the Girls Academic Leadership Academy, Los Angeles.

Sincerely,

  
Megan K. Murphy  
Executive Director

P.O. Box 5729 | Charlottesville, VA 22905 | 434.205.4496 | [www.ncgs.org](http://www.ncgs.org)



October 2, 2013

John Deasy, Superintendent  
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles CA. 90017

Dear Dr. Deasy:

I am pleased to offer this letter of support for the Girls Academic Leadership Academy (GALA) proposal. At the Computer Science Project at UCLA Center X, we are working to democratize computer science education by providing students with access to high quality computer science education. The vision and values of GALA align nicely with the efforts we are making in the Los Angeles area and beyond to give students access to the critical literacies of the 21<sup>st</sup> century particularly girls who are significantly underrepresented in computer science education and industry. We believe GALA will be a model for change.

As part of our project's collaboration with the GALA team we will continue to provide support for the planning of STEAM course offerings, particularly the Exploring Computer Science (ECS) class, a "g" credit CTE course that will be offered there. We will also provide access to our research-based curriculum targeted at engaging underrepresented students in the field of computer science and will bring the relevant teachers of ECS at GALA into our support network and communities of practice that we offer through our professional development and networking opportunities. We will also work to connect the GALA team to relevant industry partners so that the students have opportunities to continue their learning through after-school programs and summer internships.

In closing, I am proud to offer the full support of our project to GALA and it's application.

Sincerely,

David Bernier  
Director, UCLA CS Project

1320 MOORE HALL  
BOX 951521  
LOS ANGELES, CA 90095-1521  
OFFICE: 310-825-4910  
FAX: 310-267-4751  
WWW.UCLACENTERX.ORG

## Appendix C

## First year schedule

6th and 9th grade =7 teachers (based on current norm charts)

Teacher	A&B Day Advisory	A Day Period 1	A Day Period 3	A Day Period 5	B Day Period 2	B Day Period 4	B Day Period 6	A & B Day Period 7
Teacher 1 ELA/ELD	Group 1	H English 9	CONF	English 9	English 9	ADV ELD 6 <sup>th</sup> grade	SH English 9	ADV ELD 9 <sup>th</sup> grade
Teacher 2 Math	Group 2	CC Algebra 1	SH CC Algebra 1	CC Geometry	6 <sup>th</sup> grade math	6 <sup>th</sup> grade math	CONF	6 <sup>th</sup> grade math
Teacher 3 Science & Health	Group 3	SH Biology	Biology	CONF	Health	Health	Biology	Computers
Teacher 4 PE	Group 4	CONF	9 <sup>th</sup> PE (50)	9 <sup>th</sup> PE (50)	6 <sup>th</sup> PE	6 <sup>th</sup> PE	6 <sup>th</sup> PE	Computers
Teacher 5 Spanish	Group 5	6 <sup>th</sup> Spanish 1	6 <sup>th</sup> Spanish 1	6 <sup>th</sup> Spanish 1	9 <sup>th</sup> Spanish 1	9 <sup>th</sup> Spanish 1	9 <sup>th</sup> Spanish 1	CONF
Teacher 6 Math	Group 6	Robotics	Robotics	CONF	6 <sup>th</sup> grade Sci	Health	6 <sup>th</sup> grade Sci	Robotics
Teacher 7 Multi subject	Group 7	English/Hi story 6 <sup>th</sup> core 1	English/Hi story 6 <sup>th</sup> core 1	English/Hi story 6 <sup>th</sup> core 1	CONF	EL/Title 1 Coordinati on	Creative writing 6 <sup>th</sup> grade	Computers





## Board of Education Report

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**File #:** Rep-023-15/16, **Version:** 1

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### **Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the Girls Academic Leadership Academy Upgrade Project at Los Angeles High School**

#### **Action Proposed:**

Staff proposes that the Board of Education approve an amendment to the Facilities Services Division Strategic Execution Plan to define and approve the Girls Academic Leadership Academy (GALA) upgrade project at Los Angeles High School, and authorize the Chief Facilities Executive, and/or his designee, to make any associated purchases.

The GALA upgrade project will reconfigure and upgrade a standalone building at Los Angeles High school to allow for a separate and distinct space for the operation of the Board-approved GALA school. The project will include converting an existing classroom into administrative space, providing signage and telecommunication infrastructure upgrades, and equipping the facility with furniture, fixtures and equipment. Construction is anticipated to begin in June 2016 and be completed by August 2016.

#### **Background:**

On April 14, 2015, the Board conditionally approved the establishment of GALA at Los Angeles High School. Approval was conditioned upon the State Board of Education's (SBE) approval of a waiver to enable the District to operate a single gender school. On June 18, 2015, the California Department of Education (CDE) replied to the District's waiver request and stated that as long as the District ensures the school complies with state and federal statutory and Constitutional requirements regarding nondiscrimination that a waiver is not needed. Accordingly, the condition for the approval of GALA is no longer applicable.

The school is scheduled to begin in the 2016-17 school year. The project is located in Local District West and Board District 1 (George McKenna).

#### **Expected Outcomes:**

Staff anticipates that the Board of Education will approve the proposed action to approve the GALA upgrade project at Los Angeles High School. The proposed project will allow GALA to successfully and safely operate their separate instructional program in a standalone building on the Los Angeles High School campus, with minimal interference and disruption to their respective educational programs.

#### **Board Options and Consequences:**

Approval of this proposed action will enable staff to utilize Bond Program funds and proceed with the project. If this project is not approved, the District will need to identify another funding source for the project and the implementation of the GALA upgrade project may be delayed.

#### **Policy Implications:**

The proposed project is consistent with the District's commitment to address unmet school facility needs, provide students with a safe and healthy learning environment, and support specialized instructional opportunities to its students.

**Budget Impact:**

The total project budget is \$231,500. Bond Program funds targeted specifically for school upgrades and reconfigurations to support specialized instructional programs in the School Upgrade Program will be used to fund approximately \$178,000 and the remaining \$53,500 will be funded with General Funds.

**Issues and Analysis:**

The GALA upgrade project includes 14 classrooms and one administrative space in a standalone building at the Los Angeles High School. The 14 classrooms are anticipated to be able to accommodate up-to 475 students. Should GALA's program grow into a 6-12 school serving 700 students, additional classrooms (approximately six at current loading standards) would need to be identified on the campus for GALA's exclusive use in the future. The school will also require a County-District School (CDS) code and the CDS application will be submitted to the State in the Fall of 2015.

**Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on August 20, 2015. Staff has concluded that this proposed SEP amendment will help facilitate implementation of the FSD-SEP and, therefore, it will not adversely affect the District's ability to successfully complete the FSD-SEP.

**Attachments:**

None.

**Informatives:**

None.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

**Stephen English, Chair**  
L.A. City Controller's Office  
**Pamela Schmidt, Vice-Chair**  
Early Education Coalition  
**Quynh Nguyen, Secretary**  
LAUSD Student Parent  
**Scott Folsom, Executive Committee**  
Tenth District PTSA  
**Stuart Magruder, Executive Committee**  
American Institute of Architects

**Paul Escala**  
CA Charter School Association  
**Garrett Francis**  
Assoc. General Contractors of CA  
**Elizabeth Lugo**  
LAUSD Student Parent  
**Abigail Marquez**  
L.A. City Mayor's Office  
**Ron Miller**  
L.A. Co. Federation of Labor AFL-CIO

**John Naimo**  
L.A. Co. Auditor-Controller's Office  
**Scott Pansky**  
L.A. Area Chamber of Commerce  
**Betty Valles**  
AARP  
**Barry Waite**  
CA Tax Reform Assn.  
**Susan Linschoten (Alternate)**  
L.A. Co. Auditor-Controller's Office

**Joseph P. Buchman – Legal Counsel**  
Burke, Williams & Sorensen, LLP  
**Thomas A. Rubin, CPA**  
Oversight Committee Consultant

**Timothy Popejoy**  
Bond Oversight Administrator  
**Daniel Hwang**  
Asst. Administrative Analyst

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**RESOLUTION 2015-31**

**BOARD REPORT NO. 023-15/16**

**AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC  
EXECUTION PLAN TO DEFINE AND APPROVE THE GIRLS ACADEMIC  
LEADERSHIP ACADEMY UPGRADE PROJECT AT LOS ANGELES HIGH  
SCHOOL**

WHEREAS, District Staff proposes that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve the Girls Academic Leadership Academy (GALA) upgrade project at Los Angeles High School with a budget of \$231,500 (the "Project") as described in Board Report 023-15/16 attached hereto; and

WHEREAS, the GALA upgrade project will reconfigure and upgrade a standalone building at Los Angeles High school to allow for a separate and distinct space for the operation of the Board-approved GALA school. The project will include converting an existing classroom into administrative space, providing signage and telecommunication infrastructure upgrades, ~~reconfiguring a classroom into a computer classroom~~, and equipping the facility with furniture, fixtures and equipment and accommodate 475 students; and

WHEREAS, on April 14, 2015, the Board conditionally approved the establishment of GALA at Los Angeles High School. Approval was conditioned upon the State Board of Education's (SBE) approval of a waiver to enable the District to operate a single gender school; and

WHEREAS, the total budget for the Project is \$231,500. Bond Program funds targeted specifically for school upgrades and reconfigurations to support specialized instructional programs in the School Upgrade Program will be used to fund approximately \$178,000 and the remaining \$53,500 will be funded with General Funds; and

WHEREAS, the Board of Education's approval of the Project will authorize District Staff to proceed with the expenditure of bond funds to undertake the Project in accordance with the provisions set forth in Measures K, R, Y and Q; and

**RESOLUTION 2015-31**

**AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC  
EXECUTION PLAN TO DEFINE AND APPROVE THE GIRLS ACADEMIC  
LEADERSHIP ACADEMY UPGRADE PROJECT AT LOS ANGELES HIGH  
SCHOOL**

WHEREAS, the Project is consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

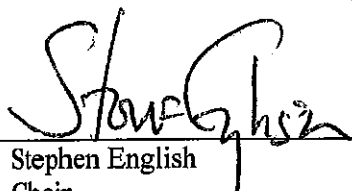
WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District's ability to successfully complete the FSD SEP.

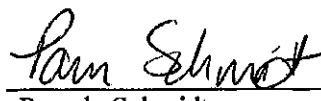
NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education adopt an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve the Girls Academic Leadership Academy (GALA) upgrade project at Los Angeles High School with a budget of \$231,500 (the "Project") as described in Board Report 023-15/16 a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on August 20, 2015, by the following vote:

AYES: 10  
NAYS: 0  
ABSTENTIONS: 0  
ABSENT: 4

  
Stephen English  
Chair

  
Pamela Schmidt  
Vice-Chair