



2013 -2014
School Accountability Report Card

Global Education Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Craig C. Merrill, Principal

Principal, Global Education Academy

About Our School

Global Education Academy opened its doors in 2007 with the purpose of educating students for the demands of the 21st century. GEA creates a safe and challenging learning environment that emphasizes global awareness and leadership. The school is committed to providing students with a wide variety of linguistic, cultural, and real life experiences to give students a true understanding and respect for all people. The school provides students with opportunities to apply and solve real world problems, to develop 21st century learning skills such as communication, collaboration and creativity, to participate in meaningful communication, and to collaborate with adults, peers and community members. GEA believes strongly in collaborative relationships and looks forward to partnering with parents and the community to ensure that education is a priority at all levels.

As a result of its commitment to education, GEA has increased its API every year since 2010/11. In August of 2013, GEA was named one of the top 10 charter schools in California by the Rossier School of Education at USC. GEA is also a Title I Achievement Award winner. Innovation is a hallmark of GEA. The following pages will provide a snapshot of the progress we are making. If you have any comments, please contact us.

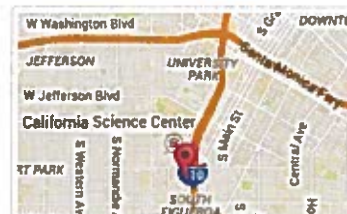
To read this report in Spanish, please visit: www.geaschool.com

Para leer este reporte en español, visite: www.geaschool.com

Contact

4141 South Figueroa St.
Los Angeles, CA
90037-2038

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About This School

Contact Information - Most Recent Year

School	
School Name	Global Education Academy
Street	4141 South Figueroa St.
City, State, Zip	Los Angeles, Ca, 90037-2038
Phone Number	323-232-9588
Principal	Craig C. Merrill, Principal
E-mail Address	cmerrill@geaschool.com
Web Site	www.geaschool.com
County-District-School (CDS) Code	19647330114967

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

ABOUT GEA

Global Education Academy (GEA) is a public charter school located just four blocks south of Exposition Park in central Los Angeles. GEA was founded in 2007 and currently serves 240 students in grades K-5. Approximately 97% of students are Hispanic, and 3% are African-American. GEA provides its students with a challenging curriculum that includes opportunities for project based learning, foreign language development, and community involvement. An extended day in conjunction with an after school program ensures that all students have access to a quality education.

MISSION STATEMENT

The mission of Global Education Academy is to create a safe and challenging learning environment that emphasizes global awareness and leadership. We are committed to provide students with a wide variety of linguistic and cultural experiences that give students the opportunity to develop a true understanding and respect for all people.

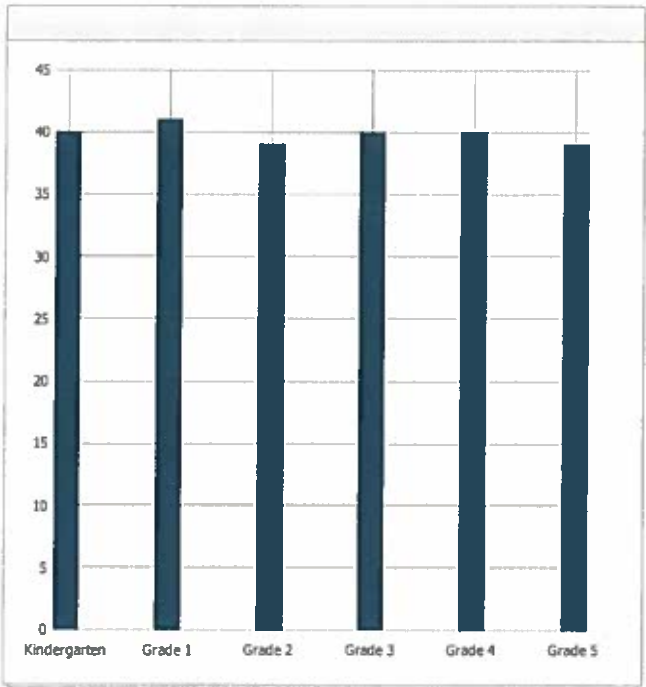
VISION STATEMENT

Global Education Academy will develop citizens of the world who are successful leaders not only in their local communities, but in the international community as well. Through a balanced curriculum that addresses academic, linguistic, social, physical, and emotional development, Global Education Academy students will close the achievement gap.

Last updated: 1/28/2015

Student Enrollment by Grade Level (School Year 2013-14)

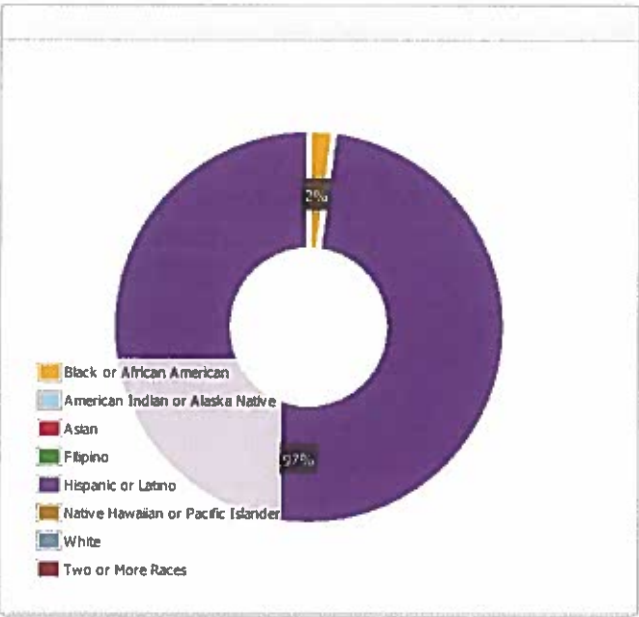
Grade Level	Number of Students
Kindergarten	40
Grade 1	41
Grade 2	39
Grade 3	40
Grade 4	40
Grade 5	39
Total Enrollment	239



Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	97.1
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	94.6
English Learners	52.3
Students with Disabilities	9.2



Last updated: 1/28/2015

A. Conditions of Learning

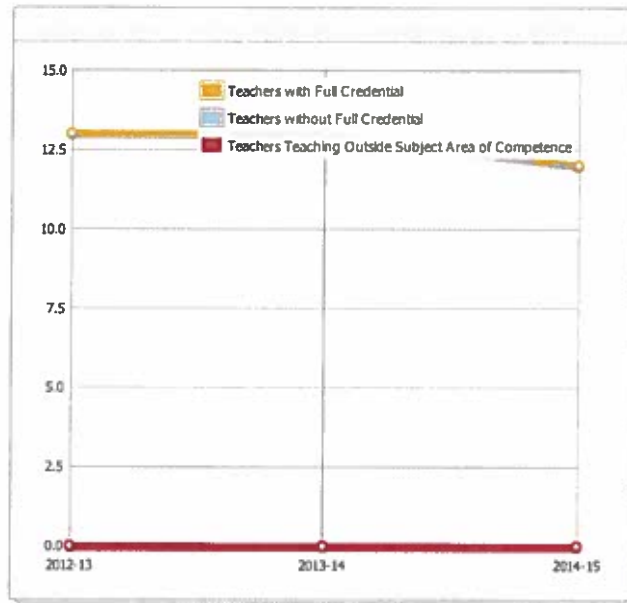
State Priority: Basic

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

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

Teacher Credentials

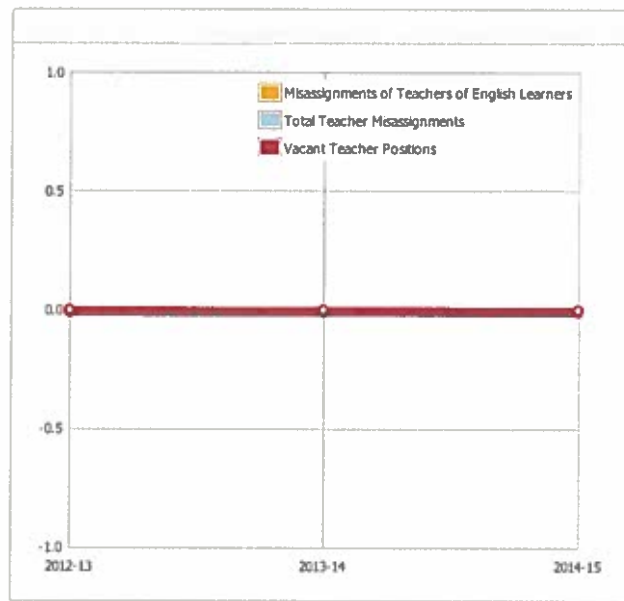
Teachers	School		District
	2012-13	2013-14	2014-15
With Full Credential	13	13	12
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 1/28/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/28/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/28/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Treasures Adopted 2011-12	Yes	0.0
Mathematics	Mcgraw Hill - My Math Adopted 2014-15	Yes	0.0
Science	Harcourt California Science Adopted 2007-08	Yes	0.0
History-Social Science	Harcourt - Various Titles Adopted 2007-08	Yes	0.0
Foreign Language	Various Titles Adopted 2014-15	Yes	0.0
Health	n/a		0.0
Visual and Performing Arts	n/a		0.0
Science Laboratory Equipment (grades 9-12)	n/a		0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

GEA has a building manager to oversee the facility needs of our campus. GEA also has custodial staff to maintain our building and provide scheduled routine maintenance. We take great efforts to ensure that our school is clean, safe, and functional. Food and restroom facilities are cleaned and maintained throughout the day to ensure the health and safety of students and staff.

School Repairs

Repairs are made using available resources based on the following priorities:

- Emergency (Level of danger to health or safety of students, staff, or to the property)
- Urgency (Presents issues of immediate concern)

Regular updating of school facilities occurs in the summer and throughout the school year. Recent work includes the repainting of four classrooms, the updating of student drinking fountains, and updating of a student bathroom.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	Four classrooms were painted during the most recent summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Student water fountains were updated.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	60	67	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 1/28/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	67
Male	69
Female	65
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	38
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 1/28/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50%	58%	63%	44%	48%	47%	54%	56%	55%
Mathematics	74%	78%	87%	43%	44%	45%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	7	7
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/28/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	12	39	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	32	8
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	37	5
English Learners	10	29	3
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/28/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.9%	41.0%	33.3%

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

Last updated: 1/28/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parents are integral to the success of any child's academic endeavors, and as such must be included in all key aspects of student learning. Research has demonstrated that parental involvement has a positive impact on student learning (Chen, 2001, Educational Psychology Review). To achieve this, a school must provide open lines of communication among the parents, teachers, and administrators. For parental education and outreach programs to form the foundation of genuine parental involvement, all experiences must be meaningful and responsive to parents' cultural, economic and linguistic needs. Such programs assist parents to understand the goals and methods of schooling students for tomorrow's world.

GEA has many opportunities for parent involvement that include the School Advisory Council, Parent Tea's, Fundraising Events, etc. Parents are expected to volunteer for a minimum of 20 hours per month at school or at home helping out with materials preparation, school maintenance, or other organizational tasks.

The School Advisory Council is involved in the operations of the school in a variety of ways. The members of the committee work with school staff to voice concerns of parents and support and advocate for educational programs and issues related to the school.

The GEA Booster Club is the fundraising entity associated with the school. Members of the booster club work with school staff to implement many fundraising events throughout the year. Earnings from these events are used for such things as field trips, the music program, and student awards programs that enrich the students culturally and academically.

State Priority: Pupil Engagement

Last updated: 1/29/2015

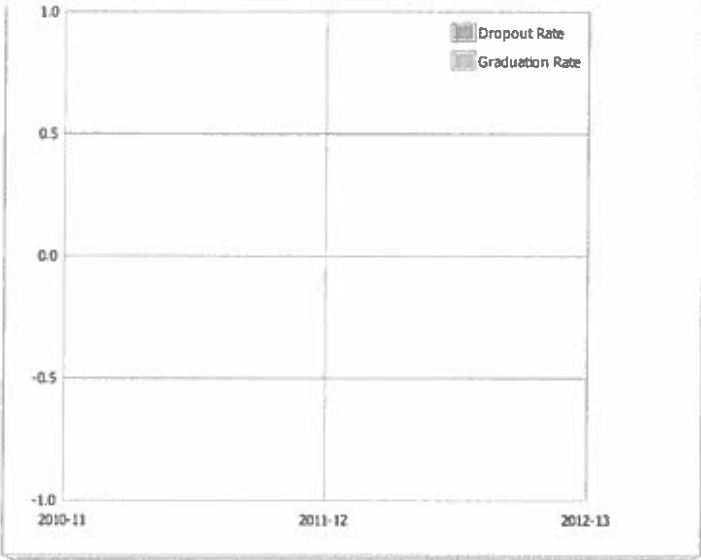
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				64.75	66.63	68.07	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



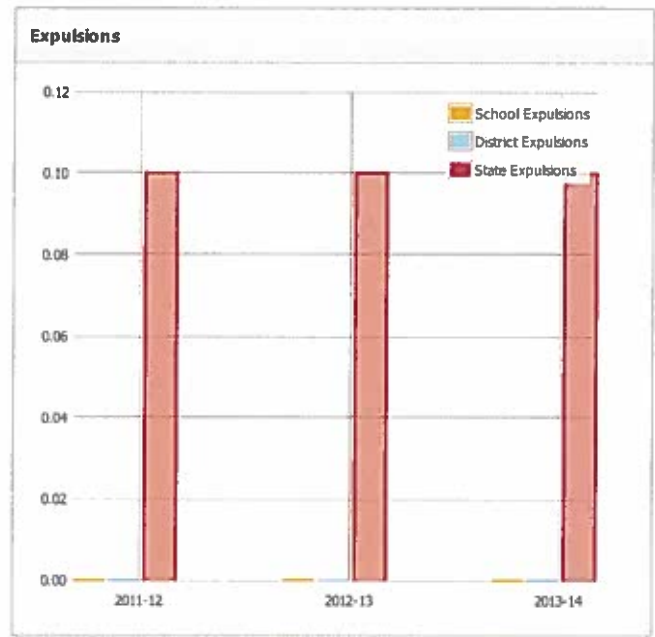
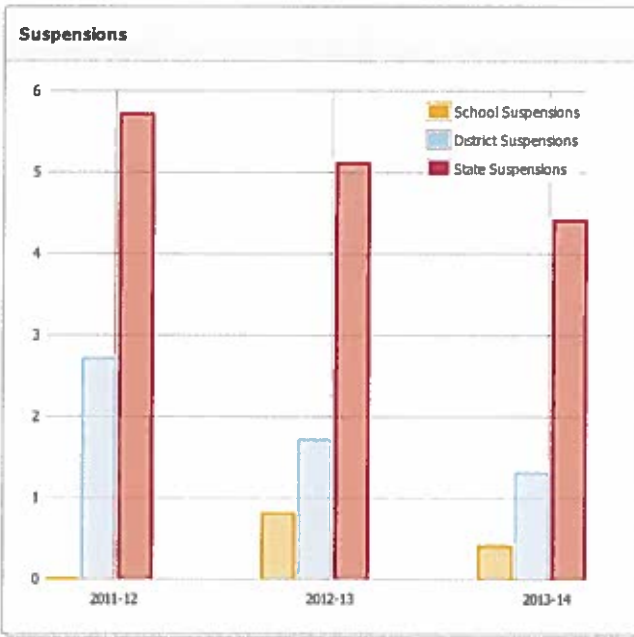
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.80	0.40	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/28/2015

School Safety Plan - Most Recent Year

GEA makes every effort to provide a safe, clean environment for learning. We have a comprehensive emergency plan that includes all state and federal requirements. In addition, emergency drills are routinely held every month for our students and staff.

GEA Procedures and Policies on Health and Safety of Pupils and Staff

- Each employee of GEA will furnish the school with a criminal record summary.
- Each employee of GEA will furnish the school with Tuberculosis clearance.
- A school safety plan on file will be reviewed annually and updated as needed. School staff will be trained annually on the safety procedures outlined in the plan.
- School will conduct routine emergency drills in preparation for fire, earthquake, and other natural disasters.

- GEA will adhere to all policies and regulations related to provision of food services.
- GEA will follow the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- Staff will follow school policies in administering prescription drugs and other medicines.
- Staff will follow school policies in reporting and controlling the spread of disease and other ailments.
- All enrolling students will provide records documenting immunization against disease.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis by staff and the governing board.

Last updated: 1/28/2015

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	Yes	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met Graduation Rate	N/A	Yes

Last updated: 1/28/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2003-2004
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/28/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	20.0	2			20.0	2		
1	20.0	2	0	0	20.0	2			21.0	1	1	
2	20.0	2	0	0	19.0	2			20.0	2		
3	20.0	2	0	0	20.0	2			20.0	2		
4	20.0	2	0	0	20.0	2			20.0	2		
5	20.0	2	0	0	20.0	2			20.0	2		
6												
Other												

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

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Last updated: 1/28/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

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

Last updated: 1/28/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,795	\$2,940	\$5,855	\$46,399
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/29/2015

Types of Services Funded (Fiscal Year 2013-14)

GEA funds a variety of items through the General Fund and categorical funds. They are:

- Personnel salaries and benefits (i.e. certificated, classified, and administrators)
- Direct instruction (i.e. instructional aides, textbooks, other instructional materials)
- Instructional support (i.e. clerical, support staff)
- Facilities (i.e. costs of repairs, replacement and upkeep of building and grounds)
- Maintenance and operations (i.e. custodians)
- Transportation (i.e. field trip buses)
- Special Education (i.e. speech, occupational therapy, psychologists)

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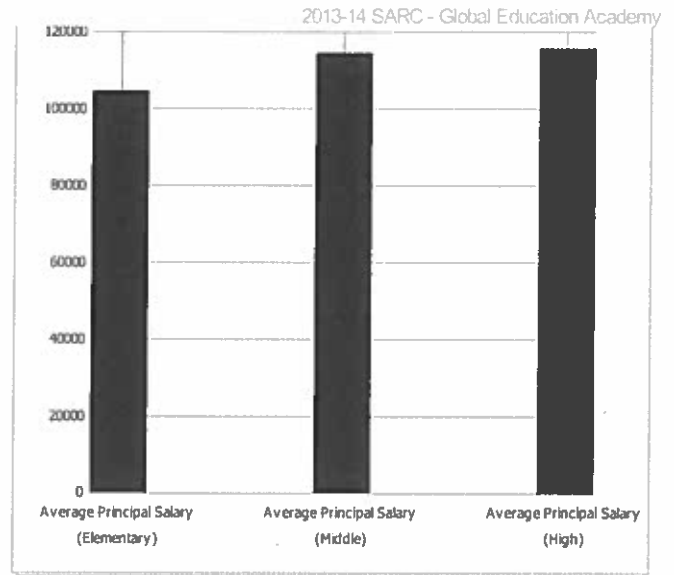
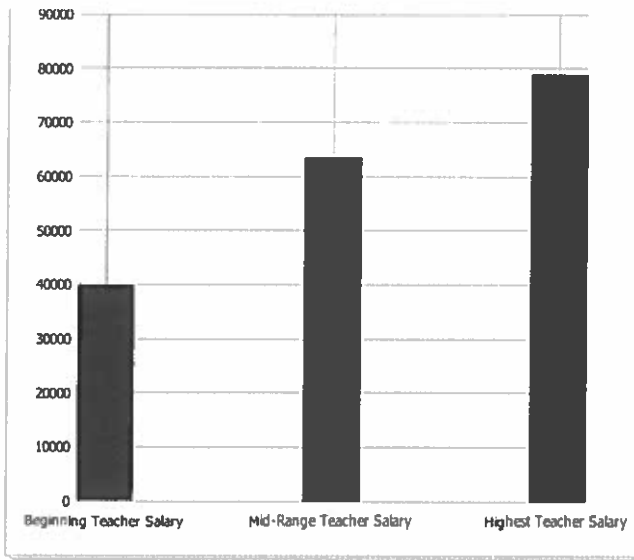
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/28/2015

Professional Development – Most Recent Three Years

GEA builds the following into the school calendar to provide dedicated time for staff development:

- Three pupil free days
- Seven minimum days
- 30 hours of additional staff development meetings
- 10-day orientation for new teachers

Last updated: 1/29/2015