

Global Education Academy Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Rosalind Mickels-Miller, Principal

Principal, Global Education Academy Middle

About Our School

Global Education Academy Middle School opened in 2013 and has just completed its third year of service. As a middle school, serving grades 6 through 8, we strive to build on the success of our elementary school, which was recently named a top-10 charter school in the state of California by the USC School Performance Dashboard. Global Education Academy Middle School students are served by dedicated individuals, including a principal, teacher, and support staff. Our purpose is to provide a safe and challenging learning environment for students, parents and faculty that emphasize global awareness and leadership.

To assure that future citizens contribute successfully, schools must offer a high quality public education to all students regardless of their race, ethnicity or socio-economic status.

Global Education Academy Middle School believes that a good education can empower students with a strong academic and technological skill base, and at the same time develop each student's creative potential, critical thinking and problem solving skills.

Global Education Academy Middle School believes that new citizens of the twenty-first century will require multi-lingual skills, the ability to communicate across cultures, and the ability to use integrated technology to actively explore local, state, national, and global issues.

Students will enter a world that is yet unimagined, with technological advances that produce both problems and solutions for the world population. Technological and demographic changes exert intense pressure on schools to reexamine basic issues about the nature of schooling. It is within this world context that Global Education Academy Middle School is committed to the long-term mission to develop citizens of the world with skills to become successful leaders not only in their local communities, but in the national and international community as well.

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

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

Contact

Global Education Academy Middle
1374 West 35th St.
Los Angeles, CA 90007-3410

Phone: 323-641-7283
E-mail: rmickels-miller@geaschool.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Global Education Academy Middle
Street	1374 West 35th St.
City, State, Zip	Los Angeles, Ca, 90007-3410
Phone Number	323-641-7283
Principal	Rosalind Mickels-Miller, Principal
E-mail Address	rmickels-miller@geaschool.com
County-District-School (CDS) Code	19647330128116

Last updated: 1/20/2017

School Description and Mission Statement (School Year 2016-17)

ABOUT GEAMS

Global Education Academy Middle School (GEAMS) is a public charter school located just four blocks East of USC in South Los Angeles. GEAMS was founded in 2013 and currently serves 155 students in grades 6-8. Approximately 82% of students are Hispanic, 15% are African-American, and 3% two or more races. GEAMS 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 GEAMS 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.

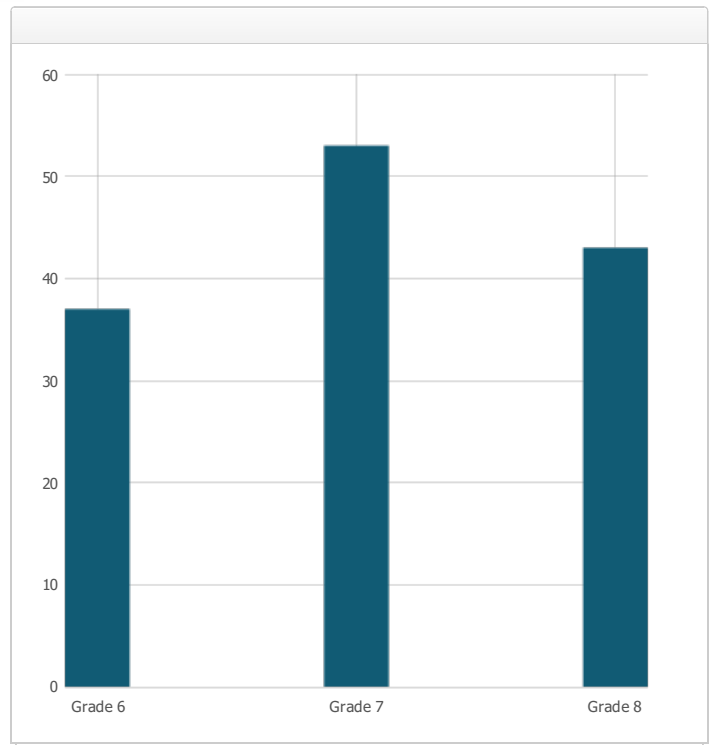
VISION STATEMENT

GEAMS 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, GEAMS students will close the achievement gap.

Last updated: 1/20/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	37
Grade 7	53
Grade 8	43
Total Enrollment	133



Last updated: 1/20/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	86.5 %
Native Hawaiian or Pacific Islander	0.8 %
White	0.0 %
Two or More Races	0.0 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	26.3 %
Students with Disabilities	12.8 %
Foster Youth	1.5 %

Last updated: 1/20/2017

A. Conditions of Learning

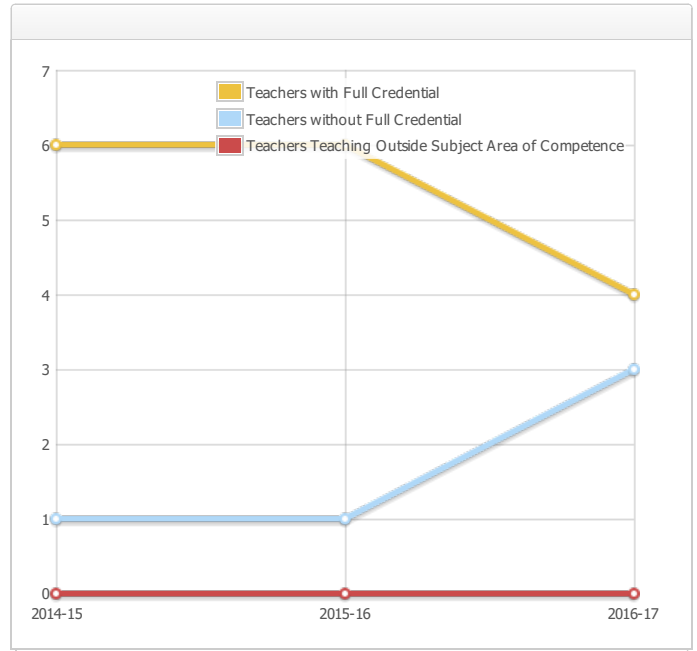
State Priority: Basic

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

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

Teacher Credentials

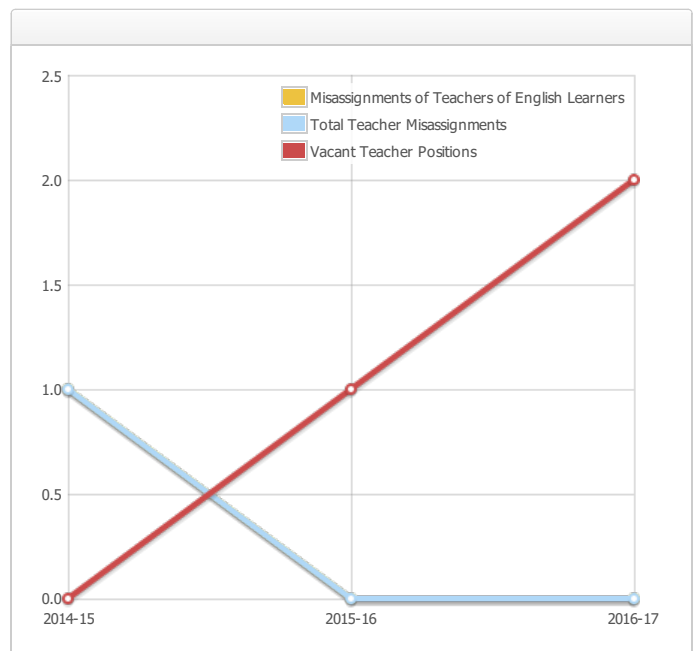
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	6	4	
Without Full Credential	1	1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/20/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	1	2



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: 1/20/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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: 1/20/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync (Publisher: Glencoe/McGraw-Hill)	Yes	0.0 %
Mathematics	California Math, Course 1 (Publisher: Glencoe/McGraw-Hill) California Math Accelerated (Publisher: Glencoe/McGraw-Hill) California Math, Course 3 (Publisher: Glencoe/McGraw-Hill)	Yes	0.0 %
Science	Earth and Space (Publisher: Glencoe/McGraw-Hill) Life Science (Publisher: Glencoe/McGraw-Hill) Physical Science (Publisher: Glencoe/McGraw-Hill)	Yes	0.0 %
History-Social Science	Discovering Our Past: A History of the World Chapters 1-12 (Publisher: McGraw-Hill) Discovering Our Past: A History of the World Chapters 13-26 (Publisher: McGraw-Hill) Discovering Our Past: A History of the United States (Publisher: McGraw-Hill)	Yes	0.0 %
Foreign Language	Korean Made Simple: A Beginner's Guide to the Korean Language (Publisher: Create Space)	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/20/2017

School Facility Conditions and Planned Improvements

GEAMS has an office manager, resource specialist, and business manager to oversee the facility needs of our campus. GEAMS 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 upgrading the school's internet bandwidth to better accommodate Smarter Balanced Testing, repainting of two classrooms and hallways, installation of window coverings in two classrooms, maintenance to stairs and update of non-slip surface, air conditioning added to new classrooms, and updated in one classroom from prior year. Ongoing updates include upgrading of school's technology infrastructure to further utilize advances in educational technology.

Last updated: 1/20/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Systems: Gas Leaks, Mechanical/HVAC, Sewer are all in good condition. At this time there are no repairs needed.
Interior: Interior Surfaces	Good	Interior: Interior Surfaces are all in good condition. At this time there are no repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Cleanliness: Overall Cleanliness, Pest/Vermin Infestation are all in good condition. At this time there are no repairs or additional services needed. The school's custodial staff attends to daily overall cleanliness and Orkin services the school site monthly to maintain the facility's good status.
Electrical: Electrical	Good	Electrical is in good condition. At this time there are no repairs needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms/Fountains: Restrooms, Sinks/Fountains are in good

		condition. At this time there are no repairs needed.
Safety: Fire Safety, Hazardous Materials	Good	Safety: Fire Safety, Hazardous Materials are kept in check and up to date per GEAMS's School Safe Plan. At this time there are no repairs needed.
Structural: Structural Damage, Roofs	Good	Structural: Structural Damage, Roofs are in good condition. At this time there are no repairs needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	External: Playground/School Grounds, Windows/Doors/Gates/Fences are in good condition. At this time there are no repairs needed.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/20/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	23.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	6.0%	9.0%	25.0%	29.0%	34.0%	36.0%

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: 1/20/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	37	100.0%	21.6%
Male	22	22	100.0%	27.3%
Female	15	15	100.0%	13.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	21.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	21.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	51	94.4%	15.7%
Male	26	25	96.2%	12.0%
Female	28	26	92.9%	19.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	45	95.7%	15.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.4%	15.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	43	100.0%	32.6%
Male	18	18	100.0%	11.1%
Female	25	25	100.0%	48.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	32.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	37	100.0%	8.1%
Male	22	22	100.0%	4.6%
Female	15	15	100.0%	13.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	8.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	51	94.4%	11.8%
Male	26	25	96.2%	12.0%
Female	28	26	92.9%	11.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	45	95.7%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.4%	11.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	43	100.0%	7.0%
Male	18	18	100.0%	--
Female	25	25	100.0%	12.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	8.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	7.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	46.0%	35.0%	0.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/20/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	43	43	100.0%	34.9%
Male	18	18	100.0%	22.2%
Female	25	25	100.0%	44.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	37	37	100.0%	35.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	42	42	100.0%	35.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/20/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.9%	28.3%	26.4%

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: 1/20/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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). GEAMS will use a variety of methods to consult with students and parents to ensure the goals and visions of each family are being implemented. These include:

- Student-Teacher Conferences.
- Parent-Teacher Conferences.
- Calls and Emails.
- Newsletters and Announcements.
- Website/Social Media
- Governance Structure

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.

GEAMS will work closely with parents in parent-student conferences to ensure that there is adequate home-school communication and understanding by parents/guardians of the child's progress, the school's scoring system of in-house assessment rubrics, standards, and standardized test results

GEAMS has many opportunities for parent involvement that include the School Advisory Council (SAC), English Learner Advisory Council (ELAC), and the School Site Council (SSC), and various fundraising events.

The School Advisory Council is involved in the operations of the school in a variety of ways. The SAC committee and GEAMS staff have a strong commitment to help enrich the lives of the students, both culturally and academically.

State Priority: Pupil Engagement

Last updated: 1/20/2017

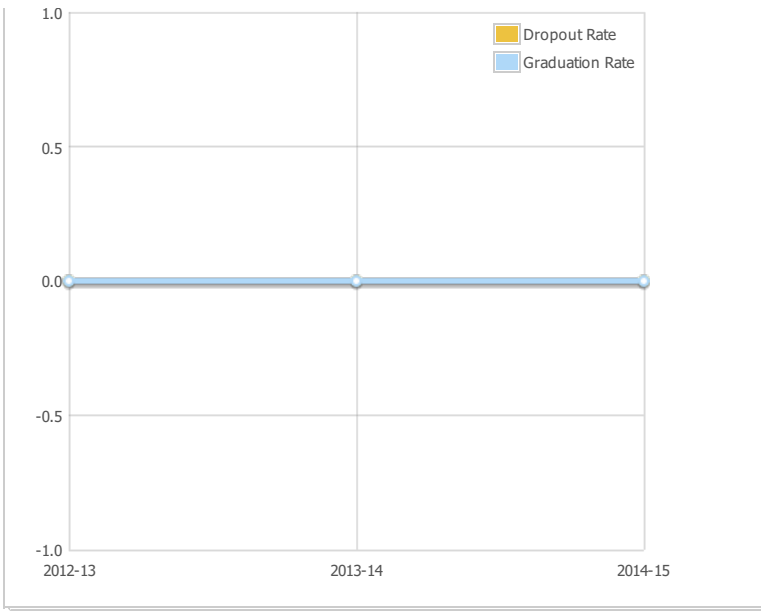
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	68.10	70.20	72.20			

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



Last updated: 1/20/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	86	85
Black or African American	--	82	77
American Indian or Alaska Native	--	80	75
Asian	--	90	99
Filipino	--	91	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	--	86	85
White	--	88	87
Two or More Races	--	93	91
Socioeconomically Disadvantaged	--	86	77
English Learners	--	39	51
Students with Disabilities	--	57	68
Foster Youth	--	--	--

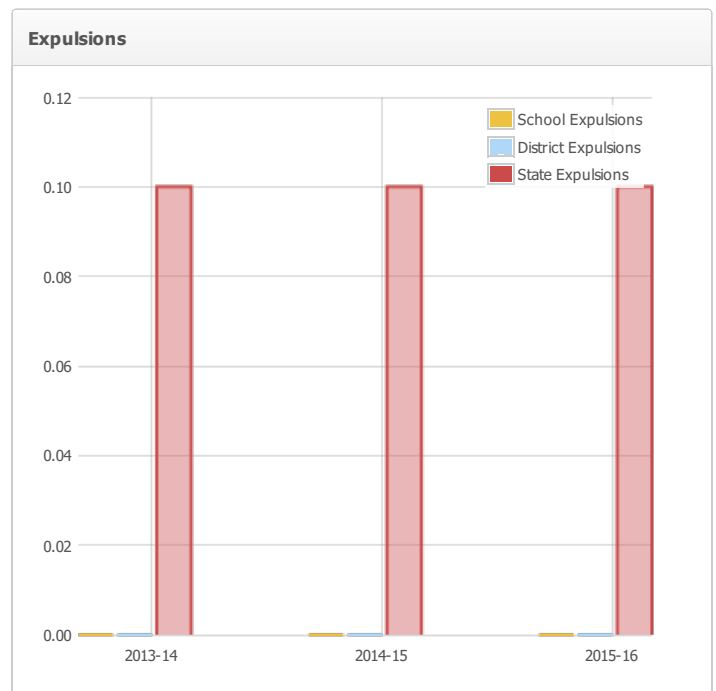
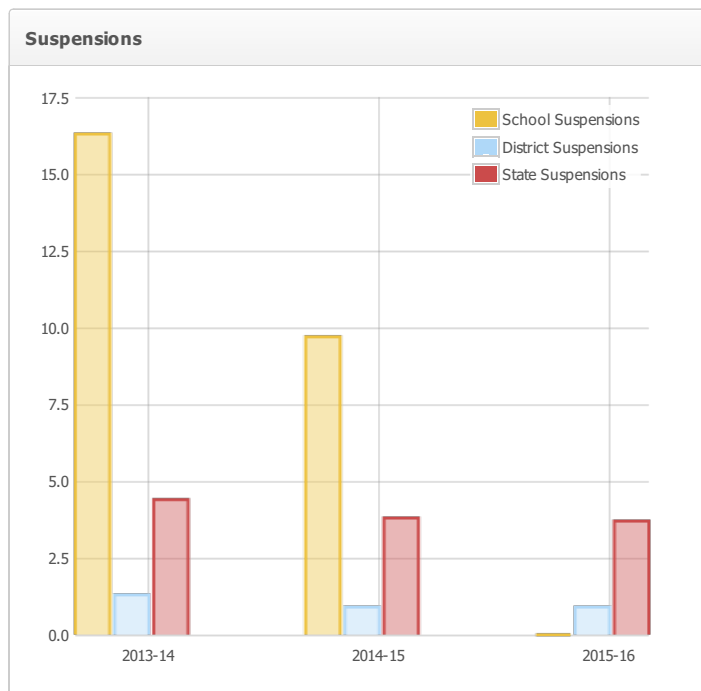
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.3	9.7	0.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/20/2017

School Safety Plan (School Year 2016-17)

GEAMS 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.

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

- Each employee of GEAMS will furnish the school with a criminal record summary.
- Each employee of GEAMS 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 for preparation of fire, earthquake, and other natural disasters.
- GEAMS will adhere to all policies and regulations related to provision of food services.
- GEAMS 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 1/20/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	17.0	18	0	0	24.0	6	10	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/20/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	23.0	0	1	0	20.0	4	1	0	18.0	4	2	0
Mathematics	23.0	0	1	0	26.0	0	3	0	22.0	2	4	0
Science	23.0	0	1	0	26.0	0	3	0	22.0	2	4	0
Social Science	23.0	0	1	0	26.0	0	3	0	22.0	3	3	0

* 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: 1/20/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	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: 1/20/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12038.0	\$5405.0	\$6633.0	\$55726.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/30/2017

Types of Services Funded (Fiscal Year 2015-16)

GEAMS 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)

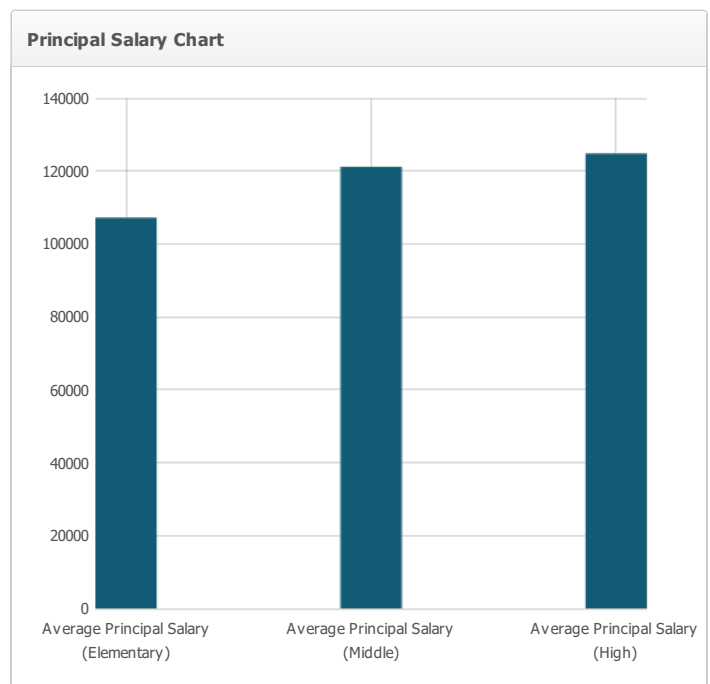
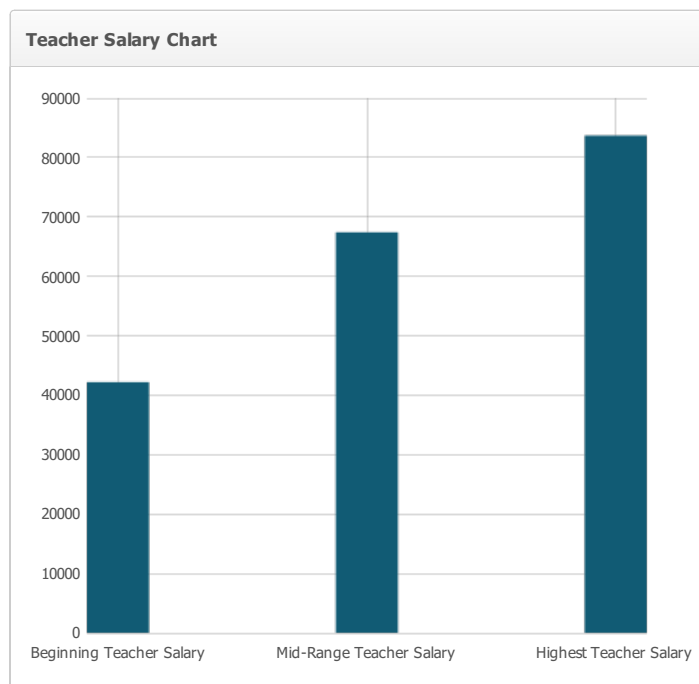
- Special Education (i.e. speech, occupational therapy, psychologists)

Last updated: 1/20/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
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/cs/>.



Last updated: 1/20/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

Last updated: 1/20/2017

Professional Development

GEAMS 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

- 190 hours of conference period

Staff development focuses on the following areas:

- Implementation of Common Core State Standards
- Technology integrated instruction
- Differentiated learning
- Project-based instruction
- Classroom management and student engagement

Staff development is delivered by:

- Use of outside consultants who are experts in the respective fields/areas of need
- Conference/Workshop attendance, in person and online
- Peer mentor and coaching
- Instructional leader (Principal) observation and feedback

Last updated: 1/20/2017