



**2013-2014
School Accountability Report Card**

Global Education Academy Middle School

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.

Rosalind Mickels-Miller, Principal

Principal, Global Education Academy Middle School

About Our School

Global Education Academy Middle School opened in 2013 and has just completed its third semester 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. 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.

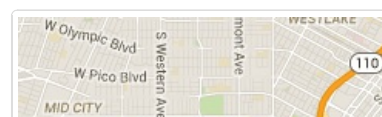
Students will enter a world that is yet unimagined, with technological advances that produce both problems and solutions for the world population. Technological and demographic changes exert intense pressure on schools to reexamine basic issues about the nature of schooling. It is within this world context 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.geashool.com

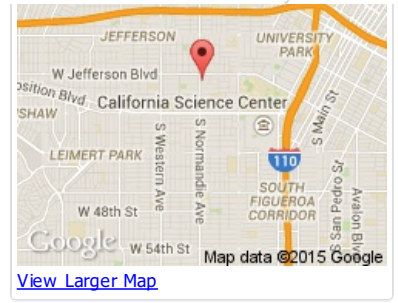
Contact

1374 West 35th St.
Los Angeles, CA
90007



Phone: 323-347-4092

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About This School

Contact Information - Most Recent Year

School	
School Name	Global Education Academy Middle School
Street	1374 West 35th St.
City, State, Zip	Los Angeles, Ca, 90007
Phone Number	323-347-4092
Principal	Rosalind Mickels-Miller, Principal
E-mail Address	rmickels-miller@geaschool.com
Web Site	www.geaschool.com
County-District-School (CDS) Code	19647330128116

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: 1/31/2015

School Description and Mission Statement (Most Recent Year)

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 130 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.

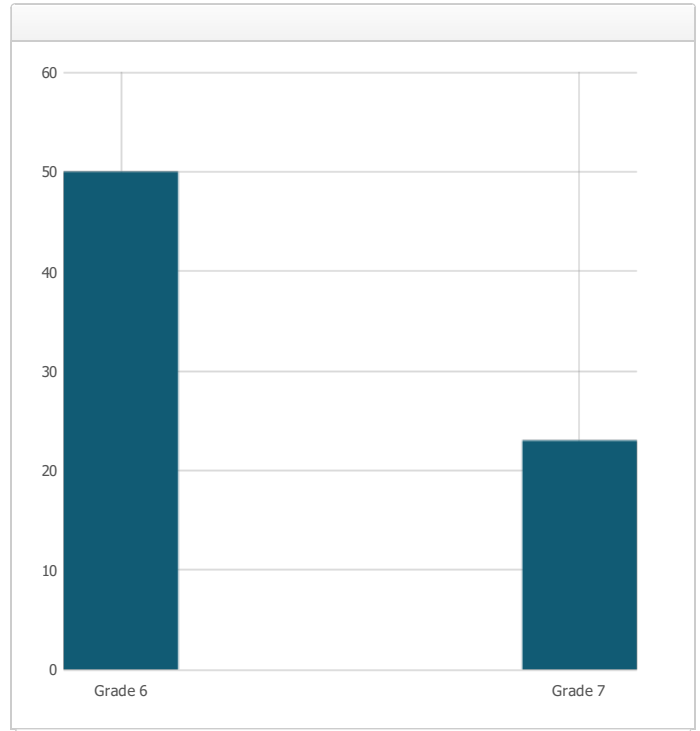
VISION STATEMENT

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: 1/31/2015

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

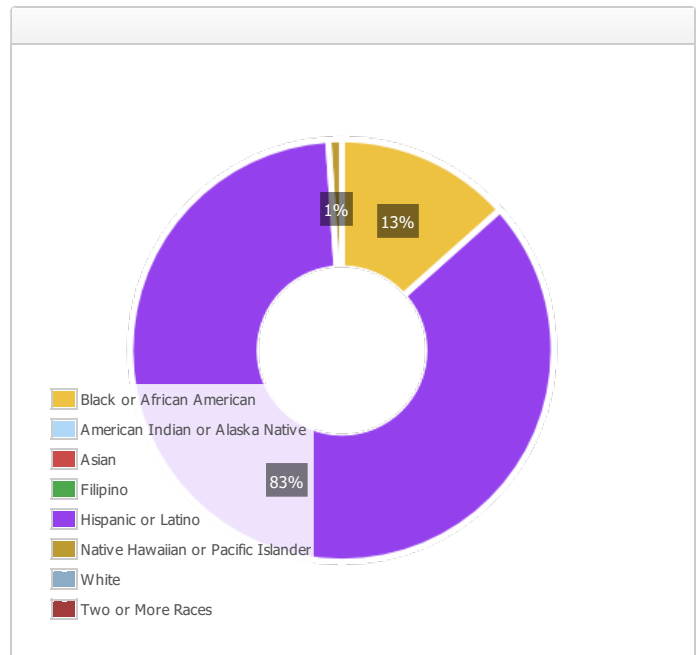
Grade Level	Number of Students
Grade 6	50
Grade 7	23
Total Enrollment	73



Last updated: 1/31/2015

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

Group	Percent of Total Enrollment
Black or African American	13.7
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	1.4
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	98.6
English Learners	21.9
Students with Disabilities	9.6



Last updated: 1/31/2015

A. Conditions of Learning

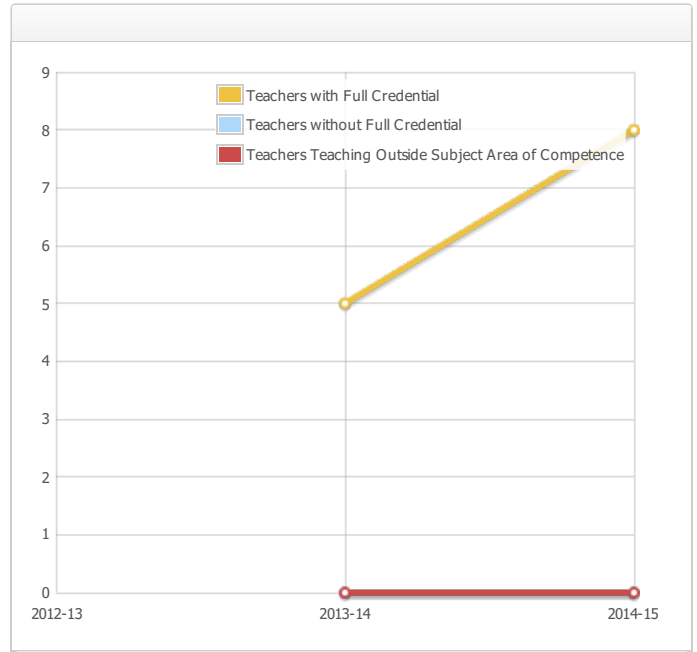
State Priority: Basic

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

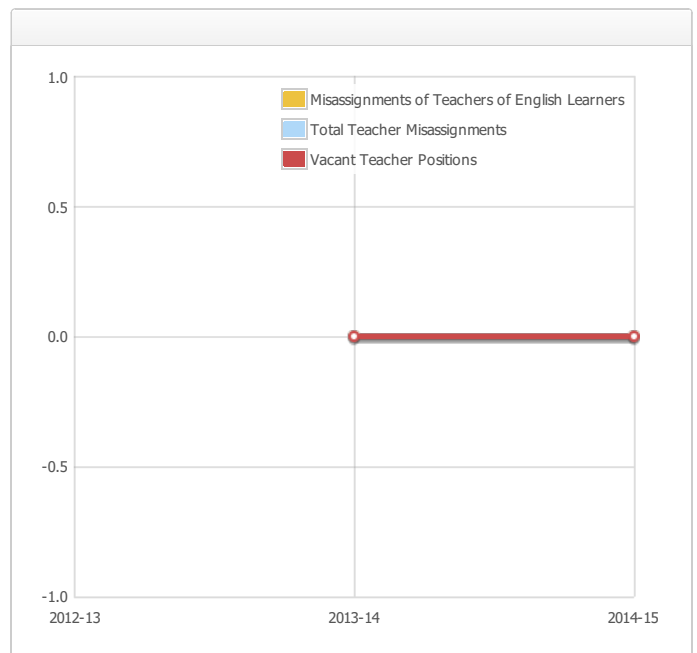
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential		5	8	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/31/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/31/2015

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: 1/31/2015

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

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Glencoe Lit: CA Treasures Course 1, CA Treasures Course 2, CA Treasures Course 3 - plus online subscription for the teacher each student at each level. New class sets of: The Diary of Anne Frank, A Wrinkle in Time National Geographic Learning: Inside Fundamentals, Inside Level A, Inside Level B, Inside Level C - comprehensive classroom sets -All Adopted in 2014-15-	Yes	0.0
Mathematics	McGraw Hill - CA Math Course 1, CA Math Course 2, CA Math Course 3 - plus online subscription and Study Sync for the teacher and each student at each level. -All Adopted in 2014-15-	Yes	0.0
Science	McGraw Hill - Earth and Space iScience, Life iScience, Physical iScience - plus online subscription for the teacher each student at each level. -All Adopted in 2014-15-	Yes	0.0
History-Social Science	McGraw Hill - Discovering Our Past: A History of the World, Discovering Our Past: A History of the United States - plus online subscription for the teacher each student at each level. -All Adopted in 2014-15-	Yes	0.0
Foreign Language	Korean for Children 1: Basic level Korean for Children Book 1 (Volume 1) Korean Made Simple: A beginner's guide to learning the Korean language (Volume 1) -All Adopted in 2014-15-	Yes	0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/31/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Two classrooms and hallways were repainted. Interior stairs were repaired, repainted and updated with all new non-slip surface.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	<p>Action Taken:</p> <p>Monthly visits (and as needed) by Orkin began in summer 2014 and continue for maintenance.</p> <p>One additional custodial staff member was added in 2014-15 to help accommodate growing student population.</p>
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/31/2015

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)									

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: 1/31/2015

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	
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
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: 1/31/2015

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/31/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012
Statewide		
Similar Schools		

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

Last updated: 1/31/2015

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

Group	Actual API Change 2011	Actual API Change 2012
All Students at the School		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
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: 1/31/2015

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
7	17.6%	5.9%	2.9%

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: 1/31/2015

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 schoolsite.

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). 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: 1/31/2015

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

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

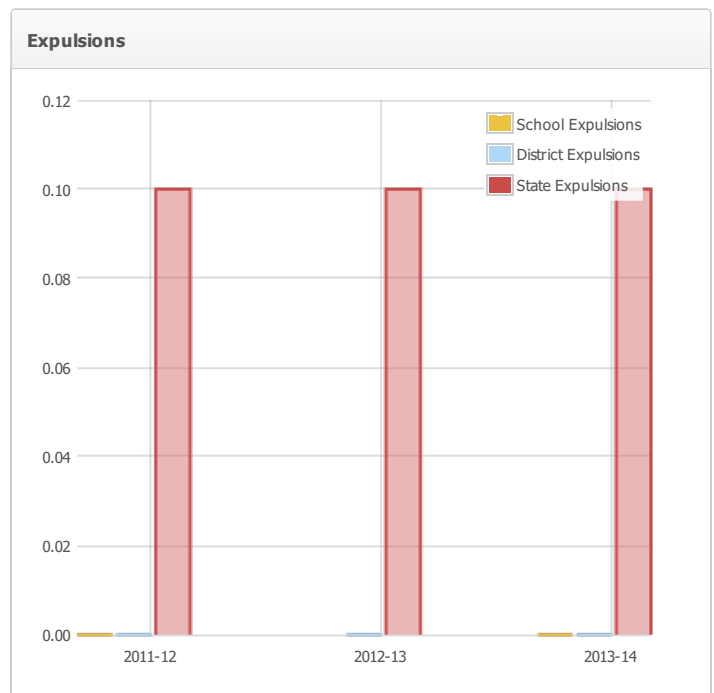
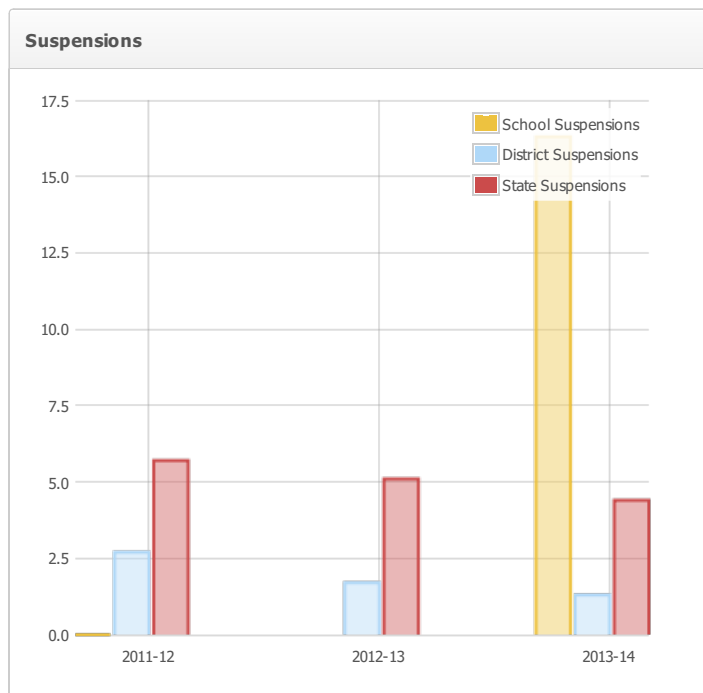
State Priority: School Climate

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			16.30	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions			0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/31/2015

School Safety Plan - Most Recent Year

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.

Last updated: 1/31/2015

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	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	Yes

Last updated: 1/31/2015

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: 1/31/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12		2012-13			2013-14							
Grade Level	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												
1												
2												
3												
4												
5												
6									17.0		18	
Other												

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

Last updated: 1/31/2015

Average Class Size and Class Size Distribution (Secondary)

2011-12		2012-13			2013-14							
Subject	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		1	
Mathematics									23.0		1	
Science									23.0		1	
Social Science									23.0		1	

* 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: 1/31/2015

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		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 1/31/2015

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	N/A	N/A	N/A	N/A
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: 1/31/2015

Types of Services Funded (Fiscal Year 2013-14)

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

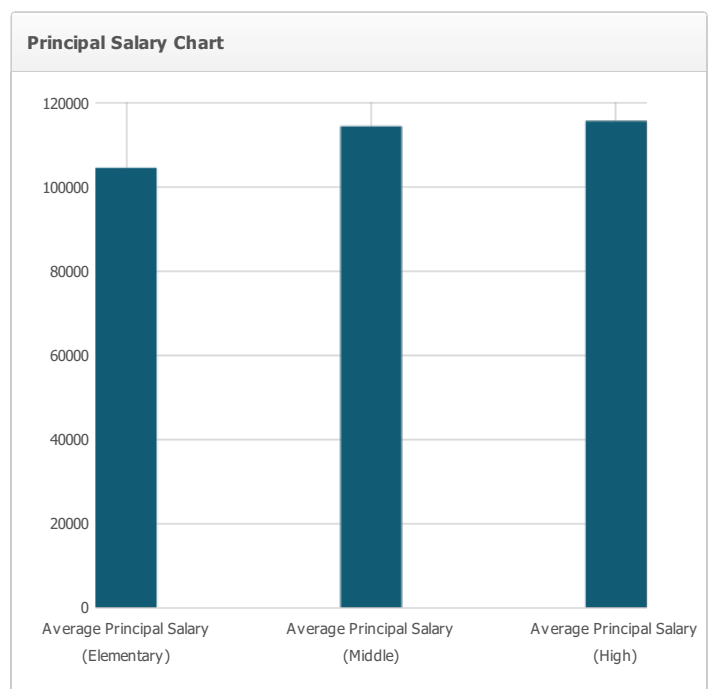
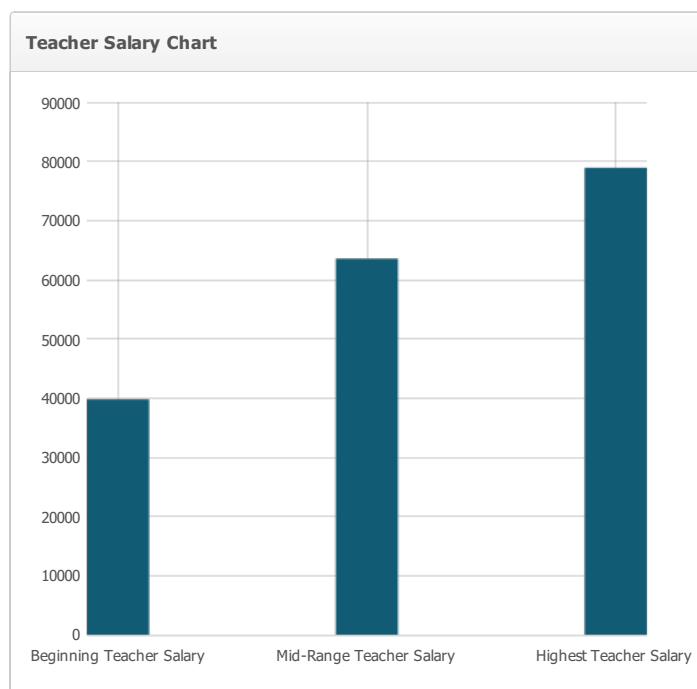
- Personnel salaries and benefits (i.e. certificated, classified, and administrators)
 - Direct instruction (i.e. instructional aides, textbooks, other instructional materials)
 - Instructional support (i.e. clerical, support staff)
 - Facilities (i.e. costs of repairs, replacement and upkeep of building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

Last updated: 1/31/2015

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/cs/>.



Last updated: 1/31/2015

Professional Development – Most Recent Three Years

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: 1/31/2015