

# Global Education Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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.



### 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](http://www.geaschool.com)

Para leer este reporte en español, visite: [www.geaschool.com](http://www.geaschool.com)

### Contact

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

Phone: 323-232-9588  
E-mail: [cmerrill@geaschool.com](mailto:cmerrill@geaschool.com)



# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Global Education Academy
<b>Street</b>	4141 South Figueroa St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90037-2038
<b>Phone Number</b>	323-232-9588
<b>Principal</b>	Craig C. Merrill, Principal
<b>E-mail Address</b>	<a href="mailto:cmerrill@geaschool.com">cmerrill@geaschool.com</a>
<b>Web Site</b>	<a href="http://www.geaschool.com">www.geaschool.com</a>
<b>County-District-School (CDS) Code</b>	19647330114967

*Last updated: 1/25/2016*

## 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 currently serves 240 students in grades K-5. 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.

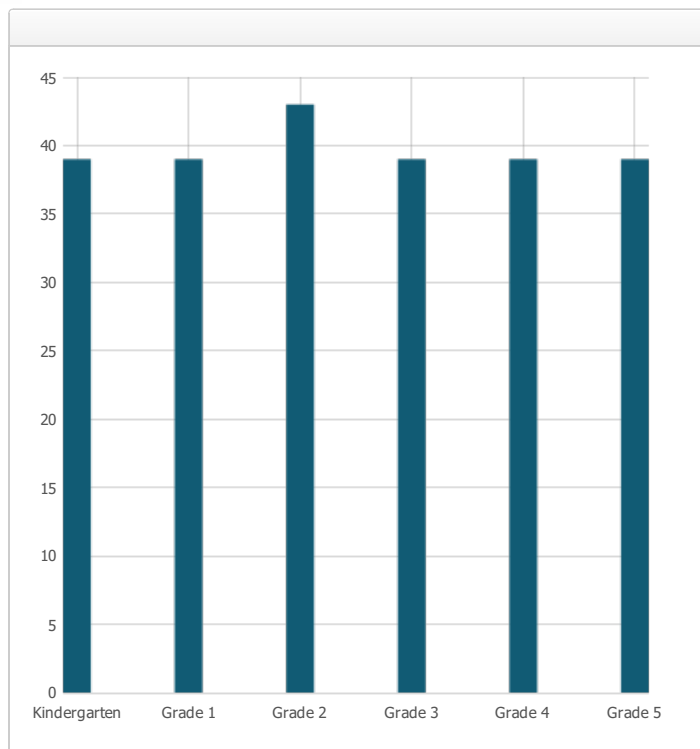
### VISION STATEMENT

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: 1/25/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

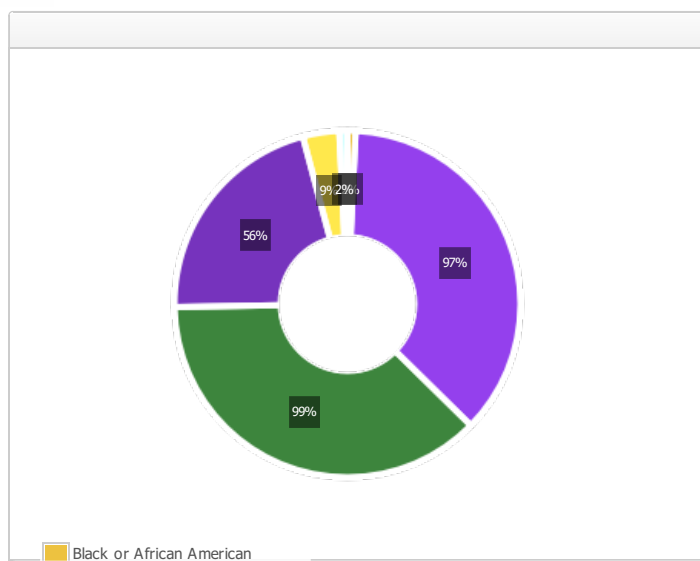
Grade Level	Number of Students
Kindergarten	39
Grade 1	39
Grade 2	43
Grade 3	39
Grade 4	39
Grade 5	39
<b>Total Enrollment</b>	<b>238</b>



Last updated: 1/25/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	97.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	99.2 %
English Learners	56.7 %
Students with Disabilities	9.7 %
Foster Youth	2.5 %



Last updated: 1/25/2016

## A. Conditions of Learning

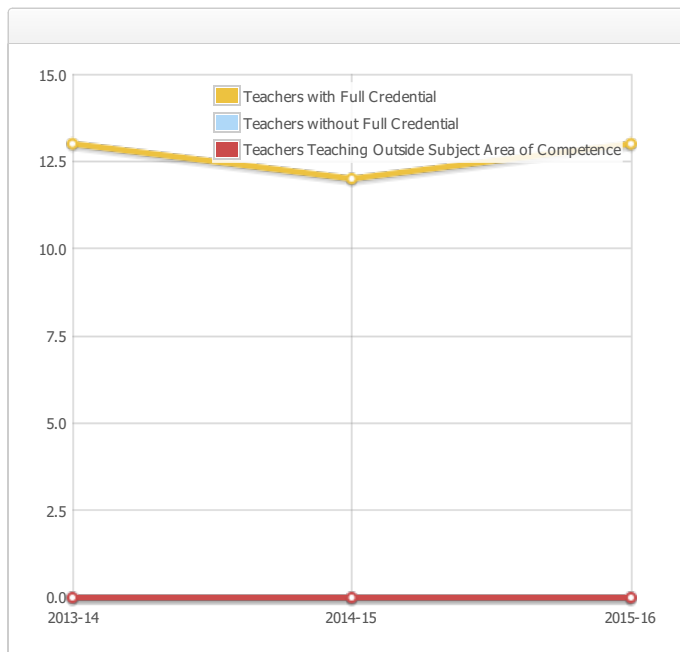
### State Priority: Basic

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

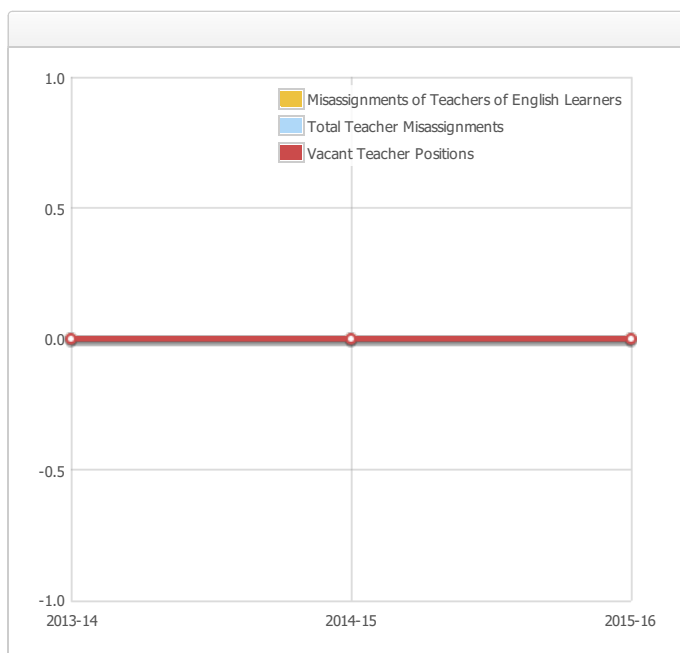
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	12	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/25/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/25/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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.

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

Year and month in which data were collected: October 2015

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; Science Fusion; online resources - Adopted 2007-08	Yes	0.0 %
History-Social Science	Harcourt - California Social Studies; online resources Adopted 2007-08	Yes	0.0 %
Foreign Language	International Korean Educators- Korean Level 1-2 Adopted 2014-15	Yes	0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	n/a		0.0 %
Science Lab Eqpmt (Grades 9-12)	n/a		0.0 %

Last updated: 1/25/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

GEA has a resource manager who oversees 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 maintenance of school facilities occurs in the summer and throughout the school year. Recent work includes the repair of air-conditioning units, roof waterproofing, and the repair of a student restroom.

*Last updated: 1/25/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Updated/replaced bathroom toilet.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof waterproofing.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Front gate will be repaired.

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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*Last updated: 1/25/2016*

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	50.0%	25.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/7/2016*



**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	40	40	100.0%	25.0%	40.0%	25.0%	10.0%
Male	40	23	57.5%	26.0%	30.0%	35.0%	9.0%
Female	40	17	42.5%	24.0%	53.0%	12.0%	12.0%
Black or African American	40	1	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	40	39	97.5%	23.0%	41.0%	26.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	40	40	100.0%	25.0%	40.0%	25.0%	10.0%
English Learners	40	30	75.0%	27.0%	40.0%	30.0%	3.0%
Students with Disabilities	40	5	12.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/7/2016*

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	37	94.9%	14.0%	27.0%	32.0%	27.0%
Male	39	19	48.7%	16.0%	37.0%	37.0%	11.0%
Female	39	18	46.2%	11.0%	17.0%	28.0%	44.0%
Black or African American	39	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	37	94.9%	14.0%	27.0%	32.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	39	37	94.9%	14.0%	27.0%	32.0%	27.0%
English Learners	39	13	33.3%	23.0%	31.0%	15.0%	31.0%
Students with Disabilities	39	1	2.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/7/2016*

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	39	100.0%	15.0%	33.0%	23.0%	28.0%
Male	39	17	43.6%	29.0%	41.0%	12.0%	18.0%
Female	39	22	56.4%	5.0%	27.0%	32.0%	36.0%
Black or African American	39	1	2.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	38	97.4%	16.0%	34.0%	21.0%	29.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	39	39	100.0%	15.0%	33.0%	23.0%	28.0%
English Learners	39	6	15.4%	--	--	--	--
Students with Disabilities	39	6	15.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/7/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	40	100.0%	30.0%	28.0%	33.0%	10.0%
Male	40	23	57.5%	26.0%	22.0%	39.0%	13.0%
Female	40	17	42.5%	35.0%	35.0%	24.0%	6.0%
Black or African American	40	1	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	40	39	97.5%	28.0%	28.0%	33.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	40	40	100.0%	30.0%	28.0%	33.0%	10.0%
English Learners	40	30	75.0%	30.0%	23.0%	40.0%	7.0%
Students with Disabilities	40	5	12.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/7/2016*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	37	94.9%	3.0%	35.0%	46.0%	16.0%
Male	39	19	48.7%	5.0%	32.0%	42.0%	21.0%
Female	39	18	46.2%	0.0%	39.0%	50.0%	11.0%
Black or African American	39	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	37	94.9%	3.0%	35.0%	46.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	39	37	94.9%	3.0%	35.0%	46.0%	16.0%
English Learners	39	13	33.3%	8.0%	38.0%	38.0%	15.0%
Students with Disabilities	39	1	2.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

*Last updated: 1/7/2016*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	39	100.0%	18.0%	36.0%	28.0%	18.0%
Male	39	17	43.6%	18.0%	47.0%	29.0%	6.0%
Female	39	22	56.4%	18.0%	27.0%	27.0%	27.0%
Black or African American	39	1	2.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	38	97.4%	18.0%	37.0%	26.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	39	39	100.0%	18.0%	36.0%	28.0%	18.0%
English Learners	39	6	15.4%	--	--	--	--
Students with Disabilities	39	6	15.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/7/2016*

## California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60.0%	66.0%	89.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	89.0%
Male	82.0%
Female	95.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	89.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	89.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

# 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 areas of English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6%	33.3%	28.2%

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: 1/7/2016*



## 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 - 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 encouraged to volunteer 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 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 enhance the students' academic life.

### State Priority: Pupil Engagement

*Last updated: 1/25/2016*

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

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

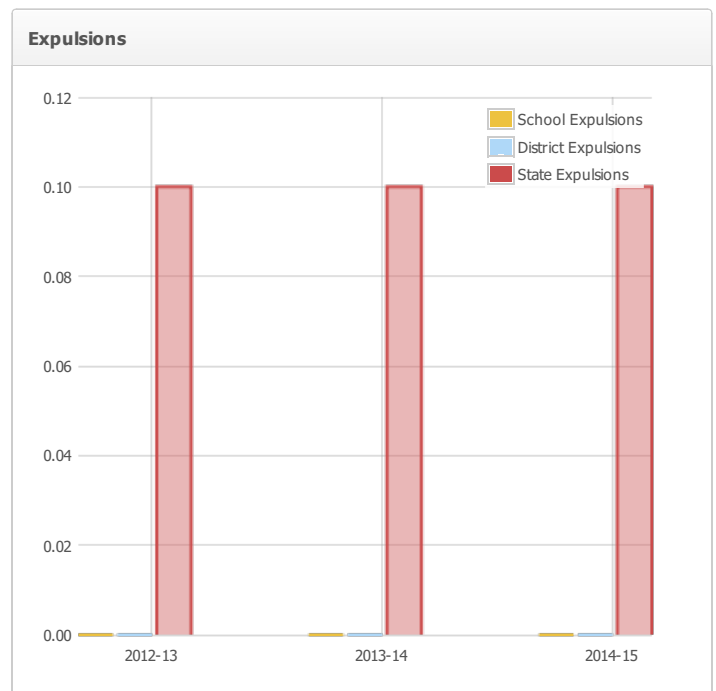
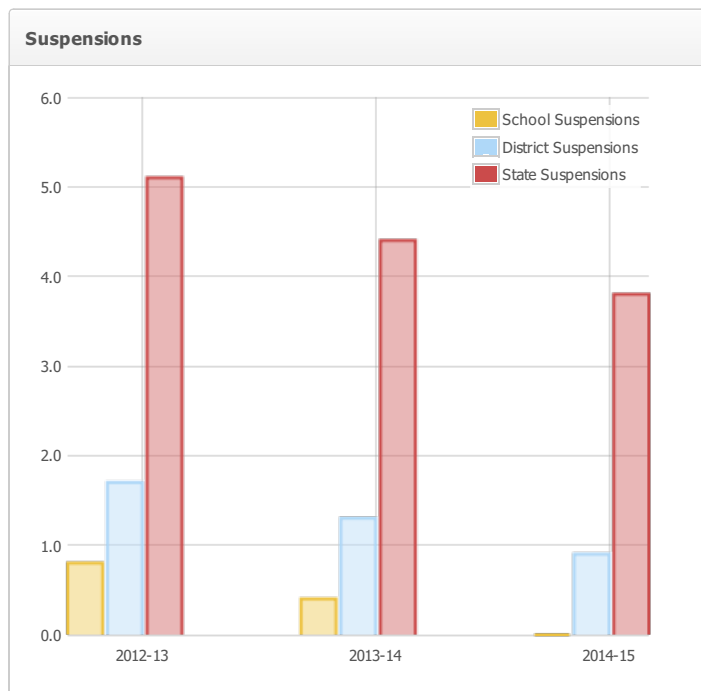
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.8	0.4	0.0	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2016

## 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: 1/25/2016*

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 1/27/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
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.

Last updated: 1/7/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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			20.0	2			19.0	2		
1	20.0	2			21.0	1	1		20.0	2		
2	19.0	2			20.0	2			21.0		2	
3	20.0	2			20.0	2			20.0	2		
4	20.0	2			20.0	2			20.0	2		
5	20.0	2			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: 1/7/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

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

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: 1/27/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/26/2016*

## Types of Services Funded (Fiscal Year 2014-15)

GEA funds a variety of items through general and categorical funds. They are:

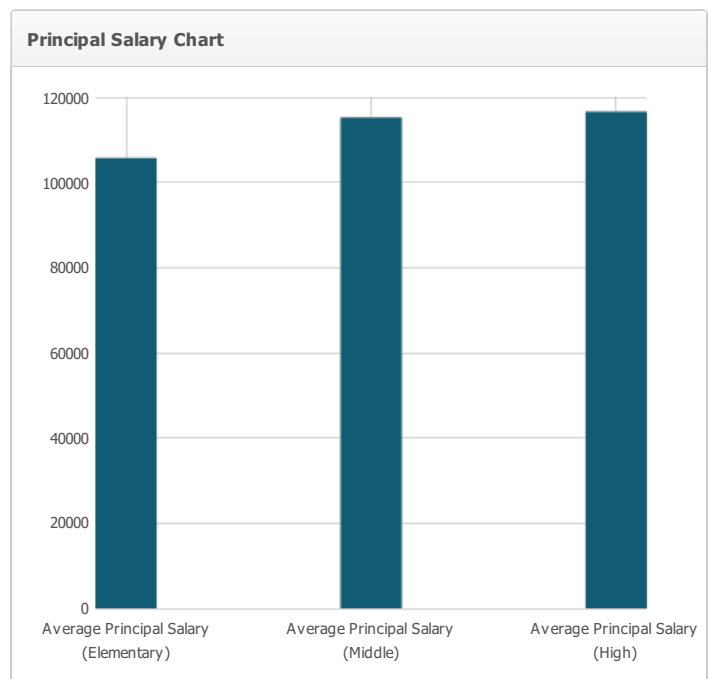
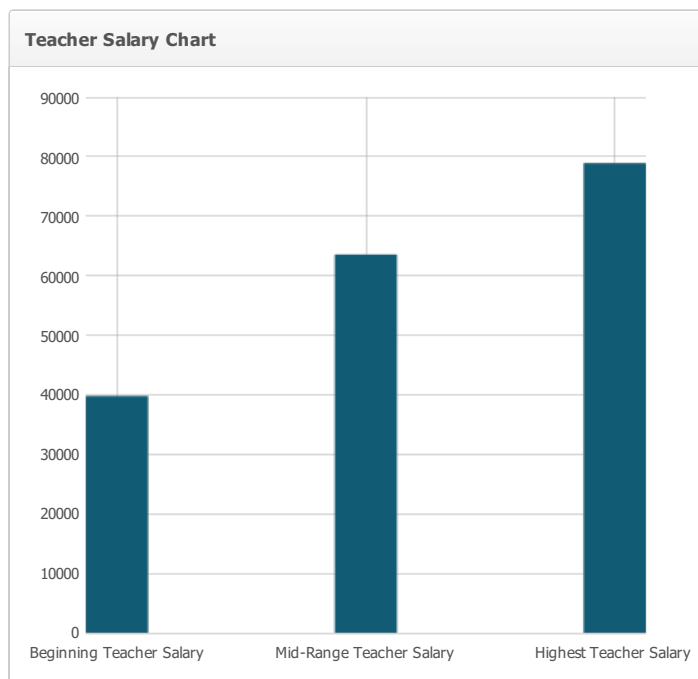
- Personnel salaries and benefits (i.e. certificated, classified, and administrators)
- Direct instruction (i.e. instructional aides, textbooks, other instructional materials)
- Instructional support (i.e. clerical, support staff)
- Facilities (i.e. costs of repairs, replacement and upkeep of building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

*Last updated: 1/25/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
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: 1/7/2016*

## **Professional Development – Most Recent Three Years**

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

- Four pupil free days
- Ten minimum days
- Up to 50 hours of additional staff development
- Ten-day orientation for new teachers

*Last updated: 1/25/2016*