



**2011 -2012
School Accountability Report Card**

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Global Education Academy	District Name	Los Angeles Unified

Street	4141 South Figueroa St.	Phone Number	(213) 241-1000
City, State, Zip	Los Angeles, CA, 90037-2038	Web Site	www.lausd.net
Phone Number	(323) 232-9588	Superintendent	John Deasy
Principal	Craig C. Merrill, Principal	E-mail Address	superintendent@lausd.net
E-mail Address	cmerrill@geaschool.com	CDS Code	19647330114967

School Description and Mission Statement (School Year 2011–12)

ABOUT GEA

Global Education Academy (GEA) is a public charter school located just four blocks south of Exposition Park in central Los Angeles. GEA was founded in 2007 and currently serves 240 students in grades K-5. Approximately 95% of students are Hispanic, and 5% are African-American. GEA provides its students with a challenging curriculum that includes opportunities for project based learning, foreign language development, and community involvement. An extended day in conjunction with an after school program ensures that all students have access to a quality education.

MISSION STATEMENT

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

VISION STATEMENT

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

Opportunities for Parental Involvement (School Year 2011–12)

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

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

tasks.

The School Advisory Council is involved in the operations of the school in a variety of ways. One critical role is student fundraising. The members of the SAC committee work with the school staff to implement many fundraising events throughout the year. The earnings from these events are used for field trips and enrichment activities. The SAC committee and GEA staff have a strong commitment to help enrich the lives of the students, both culturally and academically.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	0
Grade 1	40	Ungraded Elementary	0
Grade 2	40	Grade 9	0
Grade 3	40	Grade 10	0
Grade 4	40	Grade 11	0
Grade 5	40	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	240

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	5.0%
American Indian or Alaska Native	0.0%
Asian	0.4%
Filipino	0.0%
Hispanic or Latino	94.2%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	99.6%
English Learners	40.8%
Students with Disabilities	4.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*	Avg. Class Size	2010–11 Number of Classes*	Avg. Class Size	2011–12 Number of Classes*
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		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
1	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
2	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
3	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
4	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
5	00.0	0	0	0	20.0	2	0	0	20.0	2	0	0
6												
Other												

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

III. School Climate

School Safety Plan (School Year 2011–12)

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 for preparation of 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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	8	4	0	38,226	32,863	unknown

Expulsions	0	0	0	260	257	unknown
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* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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

School Repairs

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

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

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Investigating work on pipes on roof
Interior: Interior Surfaces		X			Two classrooms repainted Summer 2012
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Water fountain replaced in 11/12 school year.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	10	12	12	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.1	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	0.6	
Other	n/a	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2011/2012	Yes	0%
Mathematics	2007/2008	Yes	0%
Science	2007/2008	Yes	0%
History-Social Science	2007/2008	Yes	0%
Foreign Language	2011/2012	Yes	0%
Health	n/a	n/a	n/a
Visual and Performing Arts	n/a	n/a	n/a

Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a
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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,159	\$4,517	\$3,642	\$43,860
District			\$4,544	\$67,084
Percent Difference – School Site and District			-20%	- 34%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-33%	- 36%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

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

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

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District (LAUSD) Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,455
Mid-Range Teacher Salary	\$63,553	\$66,043
Highest Teacher Salary	\$78,906	\$85,397
Average Principal Salary (Elementary)	\$106,214	\$106,714
Average Principal Salary (Middle)	\$116,011	\$111,101
Average Principal Salary (High)	\$113,459	\$121,754
Superintendent Salary	\$275,000	\$223,357
Percent of Budget for Teacher Salaries	35.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and

performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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 (LAUSD)			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	46%	50%	58%	41%	44%	48%	52%	54%	56%
Mathematics	65%	74%	78%	39%	43%	44%	48%	50%	51%
Science	0%	62%	53%	43%	47%	51%	54%	57%	60%
History-Social Science	0%	0%	0%	33%	37%	39%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in LAUSD	48%	44%	51%	39%
All Students at the School	58%	78%	53%	0%
Male	54%	73%	65%	0%
Female	62%	82%	35%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	57%	76%	50%	0%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically	58%	78%	53%	0%

Disadvantaged				
English Learners	34%	57%	32%	0%
Students with Disabilities	50%	64%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.40%	32.10%	35.70%
7	n/a	n/a	n/a
9	n/a	n/a	n/a

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web* page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	5	5

Similar Schools		8	10
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Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-61	12	39
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-65	12	32
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-67	15	37
English Learners		10	29
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.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LAUSD	Number of Students	State
All Students at the School	158	843	416,460	745	4,664,264	788
Black or African American	9		36,627	696	313,201	710
American Indian or Alaska Native	0		1,395	754	31,606	742
Asian	0		16,488	909	404,670	905
Filipino	0		10,318	863	124,824	869
Hispanic or Latino	149	840	312,515	723	2,425,230	740

Native Hawaiian or Pacific Islander	0		1,443	792	26,563	775
White	0		36,849	874	1,221,860	853
Two or More Races	0		600	805	88,428	849
Socioeconomically Disadvantaged	158	843	344,647	728	2,779,680	737
English Learners	111	819	197,134	677	1,530,297	716
Students with Disabilities	14	718	53,956	554	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		603
Percent of Schools Currently in Program Improvement		64.4%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			LAUSD			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout		n/a	n/a		24.7	20.7		16.6	14.4

Rate									
Graduation Rate		n/a	n/a		62.43	61.09		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	n/a	n/a	N/D
Black or African American	n/a	n/a	N/D
American Indian or Alaska Native	n/a	n/a	N/D
Asian	n/a	n/a	N/D
Filipino	n/a	n/a	N/D
Hispanic or Latino	n/a	n/a	N/D
Native Hawaiian or Pacific Islander	n/a	n/a	N/D
White	n/a	n/a	N/D
Two or More Races	n/a	n/a	N/D
Socioeconomically Disadvantaged	n/a	n/a	N/D
English Learners	n/a	n/a	N/D
Students with Disabilities	n/a	n/a	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

n/a

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	n/a
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

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	n/a	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

- Two pupil free days
- Seven minimum days
- and 30 hours of additional staff development meetings

Global Education Academy

Los Angeles Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org