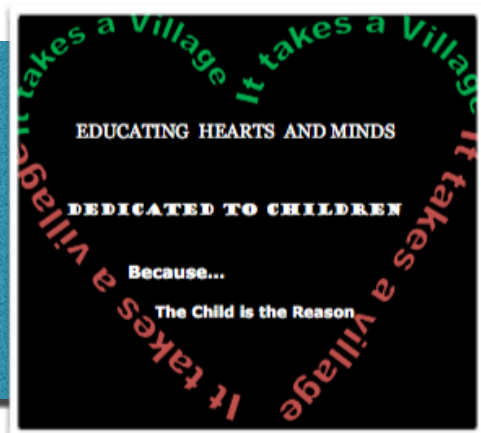


2013-14

School Accountability Report Card

Executive Summary School Accountability Report
Card, 2013-14

For Little Citizens



Address: 3666 7th Ave. Phone: 323 732-1212
Principal: Angela Moore Grade Span: K-7th

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2013-14 school year, except the School Finances and School Completion data that are reported for the 2012-13 school year. For additional information about the school, parents and community members should review the entire

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 \(School Year 2009-10\)](#)

This section provides the school's contact information.

School		District	
School Name	Little Citizens Westside Academy	District Name	LAUSD
Street	3666 7th Ave	Phone Number	213 241-7000
City, State, Zip	Los Angeles, California	Web Site	LAUSD.net
Phone Number	323 732-1212	Superintendent	Ramon C. Cortes
Principal	Mrs. Moore	E-mail Address	
E-mail Address	Office@LCWA.net	CDS Code	

[School Description and Mission Statement \(School Year 2013-14\)](#)

This section provides information about the school, its programs and its goals.

MISSION STATEMENT

The mission of LCWA is to provide a program for students of equal balance in education, social, and emotional developmental. The primary goal is to motivate students to want to learn and meet the challenges of their emotional, behavioral and developmental needs.

Little Citizens Westside Academy provides academic programming and behavior supports for students in grades K-12, ages 5 thru 22. LCWA implements a multi-disciplinary approach to instruction and learning which includes structured self-contained and departmentalized classrooms designed to support students' individual academic, social and emotional needs.

LCWA is committed to educating the whole child by fostering intellectual curiosity, personal responsibility, and goal-oriented activities. A rigorous standards-based General Education or Alternative Curriculum is provided for students with varied and multiple exceptionalities including but not limited to:

- Learning Disabilities
- Emotional Disturbances
- Intellectual Disabilities
- Autism Spectrum Disorders
- Other Health Impairments
- Multiple Disabilities

Small group direct instruction, literacy and enrichment activities are integrated across the curriculum. By weaving experiences into the students' school day that promote citizenship, strong work ethics and a desire to succeed, LCWA nurtures opportunities for growth and development necessary to become successful members of society.

Integrated within LCWA's daily program is a full range of academic and behavior support services including:

- Individual & Group Counseling
- Language and Speech Services
- Dual Enrollment
- Pre-vocational Education
- On Campus Work Experience
- College Prep Classes and University Courses
- Social Skills Training
- School-wide Behavior Management Token Economy System
- Computer Literacy Programming
- Inclusive Classroom Opportunities for students with Autism
- Functional Life Skills Curriculum
- Daily Breakfast & Lunch
- Door-to-Door Transportation

Extracurricular Activities

LCWA offers opportunities for involvement in visual and performing arts, performance groups, team league, intramural sports, and other extracurricular activities. These outlets allow students to further exercise their skills, imagination, and talents as well as learn to balance their academic and extracurricular interests.

Activities include:

- Sports and Cheerleading
- Performing Arts-Choir and Drama
- Weekly Music Lessons (Drum, Piano, Guitar)
- Weekly Dance

Lessons Clubs such as Art, Math, Photography, Chess, Ceramics, Newsletter and Enrichment are offered.

LCWA offers bimonthly field trips designed to extend /enrich the curriculum as well as provide incentives incorporated within the school-wide Behavior Management system. Field trips include:

- ✓ Local parks Beaches, Griffith Observatory
- ✓ Grammy Museum
- ✓ Long Beach Aquarium

- ✓ Los Angeles County Fair, Memorial Space Center, Performing Arts Center, ECO Station, World on Wheels
- ✓ San Gabriel Mission, Bowling, Olvera Street, Los Angeles Zoo, Autry National Center and local Art, Science History Museums.

SCHOOL FACILITIES

Each LCWA facility is uniquely designed and equipped to meet the needs of the age group and population served.

The Elementary campus contains buildings with spacious and inviting classrooms that allow for small group and whole class activities, a Reading Room, Life Skills Lab, Creative Arts Room, Computer/Media Centers, and fully equipped Playgrounds.

The Middle/High School General Education campus facility includes a Computer Lab, Library, Science Activity Center, Vocational Training Lab, Literacy Center, Media Room, Fitness Center, Independent Living Lab, College & Career Center, Dance Studio, Art Room, Music and Recording Studio, Full Court Basketball, an Arcade, Student Store and a Games/Billiards Area

Additionally LCWA has a specially designed transition skills facility for secondary students working on the Alternative Curriculum. This facility includes an Office training Center, Vocational Training Room, classrooms for functional academic instruction, Life Skills Lab, Reading Room, Media/Game Room and Meal Preparation Center.



Summary of Most Recent Site Inspection

Administration: Ms. Doris Evans, Director, is to be commended for her visionary leadership to the LCWA campuses. Ms. Angela Moore, Site Administrator, is to be commended for her leadership and commitment to the LCWA stakeholders (students, families and staff). She possesses a clear understanding of the LCWA vision and is highly visible throughout the school. The shared leadership approach is also represented by Schuyler Dunk, Administrator/Curriculum Coordinator, Judy Kline, LMFT, Clinical Director/BICM, Regina Spencer, IEP Coordinator, and Lorraine Matsuyama, Uniform Complaint Procedures Representative. Their high visibility and ongoing connection to staff, students and families provide a genuine commitment to the mission of Little Citizens Westside Academy.

Personnel: School personnel are to be commended for their dedicated commitment to the students as evidenced by classroom observations and interviews. All stakeholders exhibit a high level of professionalism as well as ongoing communication and problem-solving.

Facility: The school presents as a safe, clean and calm environment where students were actively observed in learning opportunities. The campus contains a cafeteria, Teacher Resource Room, Reading Room, Literacy Lab, College Career Center, Computer and Science Lab, Independent Living Lab, and "Alternative Classroom" (for students needing a break from their assigned classrooms).

Educational Programming: Classrooms are well organized, systematic and reflect a wealth of instructional resources and materials. Instructional scaffolding is utilized to support problem solving during lessons. Classes are text-rich and student work is clearly displayed in all classrooms. Transitions are well structured and smooth. Classrooms manifest use of Standards-based core content, with lesson objectives clearly posted and verbally reviewed with students.

The presence of behavioral staff and counselors provide cohesive supplementary support to the classrooms. The school-wide behavior support plan is clearly understood and implemented by all stakeholders. Students have a number of extra-curricular clubs from which to choose and enjoy during their lunch break. Teaching assistants were observed as active support staff to teachers and students.

- **Parent Interview and Surveys:** Reflect a high level of satisfaction with the over-all program

Repairs Needed

There were no repairs needed

Corrective Actions Taken or Planned

There were no corrective actions

[Opportunities for Parental Involvement \(School Year 2013-14\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to participate in school organized events such as our annual Thanksgiving dinner, Multicultural Day, Black History Program and Graduation and Awards Celebrations.

They are encouraged to support their child by attending, encouraging participation in extracurricular activities, academic clubs and sports.

Parents are a vital part of our community and we welcome them to our fairs, assemblies, talent shows, plays, and parent enrichment talks. We have special events throughout the year that we would love for parents to attend.

[Student Enrollment by Group \(School Year 2013-14\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	90%	White (not Hispanic)	0.1
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	0	Socioeconomically Disadvantaged	70%
Filipino	0	English Learners	1%
Hispanic or Latino	10%	Students with Disabilities	100%
Pacific Islander	0	n/a	n/a

III. School Climate

[School Safety Plan \(School Year 2013-14\)](#)

This section provides information about the school's comprehensive safety plan.

The School Safety Plan includes the following:

- Anti-Bullying Policy
- Hate Motivated Incident/Hate Crimes
- Sexual Harassment Policy
- Child Abuse and Neglect Reporting
- Report of Missing Children

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2013-14	2011-12	2009-10	2013-14	2011-2012	2009-10
Suspensions	1	2	2	NA	NA	NA
Expulsions	0	0	0	NA	NA	NA

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2013-14\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

See School Facility Summary

The sites have been inspected by school maintenance staff regularly. These inspections check all facilities for cleanliness, upkeep, and safety.

As of the last site inspection no major or emergency repairs were needed.

LCWA's Maintenance preventative and routine repairs are handled in a timely manner avoiding most emergency repairs. LCWA's staff responds to site needs as they arise and provides regularly scheduled maintenance in support of the site facilities. Each year items that are not on the routine maintenance list become topics of discussion with the School Facility Committee for recommendations as summer projects to address campus improvements beyond the basic operational needs.

School Facility Good Repair Status (School Year 2013-14)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2013-14) This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2013-14	2011-12	2009-10	2013-14
With Full Credential	2	2	2	NA
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence	0	0	0	n/a

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2013-14)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	2	0
All Schools in District	n/a	n/a
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2013-14) This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		24
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1	n/a
Psychologist	1	n/a
Social Worker	n/a	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)	0	n/a
Other	3	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2013-14)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	Good	0
Health	Good	0
Visual and Performing Arts	Good	0
Science Laboratory Equipment (grades 9-12)	Good	0

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	50%
7	NA
9	NA

