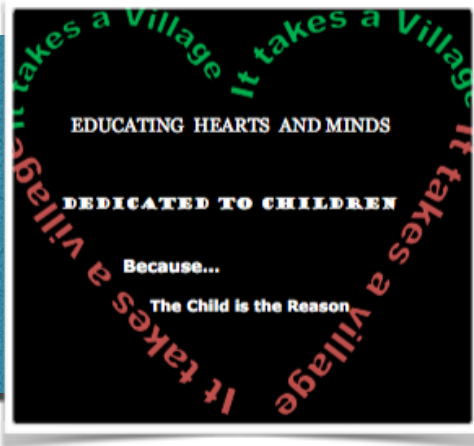# 2013-14
School Accountability Report Card

Executive Summary School Accountability Report Card, 2013-14

For Little Citizens Westside Academy

Address: 4256 S. Western Ave.   **Phone: 323 293-9775**
Principal: Angela Moore   **Grade Span:** 6th-12th

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 SARC or contact the school principal or the district office.

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

This section provides the school's contact information.

School		District	
School Name	Little Citizens Westside Academy	**District Name**	LAUSD
Street	4256 S. Western Ave.	**Phone Number**	213 241-7000
City, State, Zip	Los Angeles, California	**Web Site**	LAUSD.net
Phone Number	323 293-9775	**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 facilty 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 Larraine 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	92%	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	8%	Students with Disabilities	100%
Pacific Islander	0	n/a	n/a

Average Class Size and Class Size Distribution (Secondary)
This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-22	2009-10 Number of Classrooms 23-32	2009-10 Number of Classrooms 33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-22	2011-12 Number of Classrooms 23-32	2011-12 Number of Classrooms 33+	2013-14 Avg. Class Size	2013-14 Number of Classrooms 1-22	2013-14 Number of Classrooms 23-32	2013-14 Number of Classrooms 33+
English	12	1			12	1			14	1		
Mathematics	12	1			12	1			14	1		
Science	12	1			12	1			14	1		
Social Science	12	1			12	1			14	1		

III. School Climate

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	10	7	8	NA	NA	NA
Expulsions	1	0	0	NA	NA	NA

IV. School Facilities

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.

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			

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	6	5	3	NA
Without Full Credential	0	1	4	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	6	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	5	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

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at http://cahsee.cde.ca.gov/. *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.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12
English-Language Arts	40%	90%	90%	NA	NA	NA	NA	NA	NA
Mathematics	40%	90%	90%	NA	NA	NA	NA	NA	NA

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	0%
9	20%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at http://www.calstate.edu/admission/.

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *Dataquest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12
Dropout Rate (1-year)	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	90%	90%	90%	N/A	N/A	N/A	N/A	N/A	N/A

Career Technical Education Programs (School Year 2013-14) This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

The goal of our CTE program is to provide career technical training in a variety of career pathways so that students graduate from high school college prepared and career ready. The skills learned in our CTE program activities occur in the Life Skills Lab, on campus paid employment opportunities and off campus volunteer/intern programs. These opportunities help to ensure that students will be prepared (upon graduation, and even sooner) for employment in jobs with career paths that provide living-wage jobs. The programs include:

- Agriculture and Natural Resources

- Arts, Media and Entertainment Technology

- Building Trades and Construction

- Education, Child Development and Family Services

- Fashion and Interior Design

- Finance and Business

- Information Technology

- Marketing, Sales and Service

- Public Services

- Arts and Entertainment

Courses for University of California and/or California State University Admission (School Year 2013-14)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *Dataquest* Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	80%

College Prepatory Classes (School Year 2013-14)

THE 100 Television, Film and Theatre

This course gives students an overview of theatre from earliest times and an understanding of the elements which are required to produce a play or film. THE 100 can be used to satisfy one of the lower division general education requirements at the university. THE 100 can also be used to fulfill one of the entrance requirements to the California State University and University of California systems and one of the lower division general education requirements in the Arts at the university

Bible as Literature – The major purpose of the standards aligned semester elective is to study various literary forms found in the Bible. Selections such as categories as the epic, lyric, poetry, short story, historical narrative, drama, essay, proverb and oration are considered for their content and literary artistry and for their enduring influence as sources of incident, allusion, symbolism, and expressions of the universal human condition. Students will evaluate the philosophical political, religious, ethical and social influences of the historical period that shaped characters, plot settings and themes.   As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage is discussions to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources.

Writer Seminar AB -The major purpose of this standards-aligned year-long elective course is to focus on the development and writing of different genres for multiple purposes. Students will develop their knowledge of the craft of writing by analyzing the characteristics of sub-genres (e.g., satire, parody, and allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other genres in order to write their own. They will analyze the ways in which the themes of various works represent a view or comment on life, the ways in which irony, tone, mood, style, and the "sound" of language achieves rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors' positions have contributed to the work and credibility of characters. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments.

Journalism 1A/B - The major purpose of this standards-aligned year-long elective course is to focus on writing and publishing the school newspaper/magazine at an introductory level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer's argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer's intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details. The skills in this first course (e.g., research, critical thinking, analytical reading and writing, process writing in a variety of genres) prepare students for

Expository Reading and Writing
The major purpose of this year-long course is to prepare students for the literacy demands of college and the world of work. Through a sequence of fourteen rigorous instructional modules, students in this year-long, rhetoric-based course develop advanced proficiencies expository, analytical, and argumentative reading and writing. The cornerstone of the course- the assignment template- presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.