

Executive Summary School Accountability Report Card, 2011–12

For Westside Innovative School House

Address:	8820 Sepulveda Eastway, Los Angeles, CA, 90045-4811	Phone:	(310) 642-9474
Principal:	Dr. Shawna Draxton	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data 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.

About This School

Our Mission

The WISH mission is to maximize every child's learning potential within an atmosphere of caring and belonging. WISH's instructional philosophy rests upon the concepts of hands on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies are tailored to meet individual development.

Through individualized learning profiles, WISH empowers and inspires learners to reach their highest potential. With an emphasis on developing character, technology skills, and a deep understanding of the world, WISH prepares students to be leaders.

WISH is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of the Year" by the US Dept. of Education in 2005.

Student Enrollment

Group	Enrollment
Number of students	292

Black or African American	22.95%
American Indian or Alaska Native	0.0%
Asian	3.8%
Filipino	0.0%
Hispanic or Latino	20.55%
Native Hawaiian or Pacific Islander	1.03%
White	44.52%
Two or More Races	6.16%
Socioeconomically Disadvantaged	11.7%
English Learners	3.1%
Students with Disabilities	10.8%

Teachers

Indicator	Teachers
Teachers with full credential	15
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	68%
Mathematics	75%
Science	0%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	838
Statewide Rank (from 2011 Base API Report)	7
Met All 2012 AYP Requirements	Yes

Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None needed.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	n/a
Health	n/a
Visual and Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,692.00
District	n/a
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	n/a

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

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	Westside Innovative School House	District Name	Los Angeles Unified
Street	8820 Sepulveda Eastway	Phone Number	(213) 241-1000
City, State, Zip	Los Angeles, CA, 90045-4811	Web Site	www.lausd.net
Phone Number	(310) 478-4282	Superintendent	John Deasy
Principal	Dr. Shawna Draxton	E-mail Address	superintendent@lausd.net
E-mail Address	shawna@wishcharter.org	CDS Code	19647330121012

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

WISH Charter Elementary School is a free public independent charter school within the boundaries of the Los Angeles Unified School District (LAUSD). WISH serves students in Kindergarten through fifth grade. Each element of the WISH model is research-based and grounded in best practices in the field of education. WISH is located on the Westside of Los Angeles in Westchester, at **8820 Sepulveda Eastway, Los Angeles, CA 90045**.

The WISH mission is to maximize every child's learning potential within an atmosphere of caring and belonging. The WISH instructional philosophy rests upon the concepts of hands-on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies are tailored to meet individual development.

WISH is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of the Year" by the US Department of Education in 2005.

Core elements of the WISH model

- **Optimal Class Size:** All grade K-3 classrooms have approximately 20 students. Grades 4 and 5 have 25 students. Small class size ensures that the individual needs of the diverse student community can be met using data-driven decision-making processes and innovative curriculum.
- **Collaborative Teaming:** Highly qualified, credentialed teachers, designated instructional service providers, supervised student teachers, and paraprofessionals work together in the classroom. Teams hold daily debriefing meetings where each practitioner identifies a success, challenge, and action for serving students better tomorrow. Debriefing develops shared responsibility and accountability between practitioners. It provides a daily forum to work together to develop and implement innovative curriculum and instructional strategies for all students. Grade-level teams co-plan, co-assess, and co-teach.
- **Differentiated Instruction:** Through individualized learning profiles, WISH empowers and inspires

learners to reach their highest potential. WISH prepares students to be leaders by emphasizing academic achievement, using a variety of modalities, developing character, building technology skills, and developing a deep understanding of the world.

- **Family Partnerships:** The WISH Community Association (WCA) is comprised of parents, teachers, staff members and community members. Working together we have built an incredible public school that is responsive to each child we serve. Volunteers are central to the success of WISH. The partnerships built with families have led to a thriving and nurturing environment for children.
- **All Children Belong:** Each class builds a strong, inclusive community together! The exceptional teachers at WISH are highly trained to provide rich access to all students using GATE strategies, differentiated instruction, technology and hands-on learning experiences. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs and backgrounds learn together.
- **Affiliation with Loyola Marymount University's School of Education:** As a research to practice site, WISH Charter engages in continual study with university professors, pre-service practitioners, and in-service specialists in order to provide an instructional model that ensures innovation and maintains best practices. LMU's nationally recognized School of Education is located in close proximity to the WISH campus. WISH faculty received a competitive two-year grant to refine and develop Math and Science instruction from the Cotsen Foundation provided by LMU's College of Education CMAST center. The CMAST (Center for Math and Science Technology) professors from LMU and teacher leaders work directly with WISH faculty through this prestigious apprenticeship and experiential model for professional development.

Constructivist approach to Learning

"Tell me, I forget. Show me, I remember. Involve me, I understand." Chinese proverb

WISH adheres to the idea that children learn best by utilizing the principles of the constructivist theory. Constructivism emphasizes an internal-oriented approach in which by asserting one's knowledge, as well as participating in the learning process itself, learning is constructed by learner's interpretation of their own experiences. Learners benefit from working collaboratively in groups so that they can hear different perspectives and accomplish the learning tasks with the help of their peers and experts. Learning is an active process that is facilitated when learners are given chances to express and evaluate their own thinking.

Grade Levels

WISH offers instruction in grades transitional K through five. The total enrollment in year one of operation was 140 students, in year two it was 220 students, and this year it is 290 students. WISH anticipates about 380 students by year five.

An Innovative Learning Community

WISH inspires and motivates students using innovative curriculum, technology and hands on learning activities.

Opportunities for Parental Involvement (School Year 2011–12)

The WISH Community Association (WCA) works to maintain the close relationship that exists between the school teachers and administrators, the students, and their parents. Every parent of a student currently enrolled at WISH Charter is considered a member of the WCA, and we also invite the participation of extended family members, friends, neighbors and other community members. Our culture is one of volunteerism, and we ask that families contribute in ways which match with their own talents and resources, in order to help to enrich the educational experience of our students. Among its myriad of functions, the WCA helps work with the teachers to integrate enrichment programs (such as the Library and Garden) within the school curriculum, and organizes volunteers to serve as Room Parents and to assist with hot lunch and play yard duty. The WCA supports the school and its students by organizing community-building events, and helps to raise funds for the school and its Arts, Music and Physical Education programs. We are dedicated to working with the WISH Charter administration to enhance and maximize the education of every child, while aiding them in reaching their highest potential.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	78	Grade 8	0
Grade 1	66	Ungraded Elementary	0
Grade 2	23	Grade 9	0
Grade 3	22	Grade 10	0
Grade 4	24	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	213

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

Group	Percent of Total Enrollment
Black or African American	23.9%
American Indian or Alaska Native	0.0%
Asian	3.8%
Filipino	0.0%
Hispanic or Latino	19.2%
Native Hawaiian or Pacific Islander	0.0%
White	43.7%
Two or More Races	8.9%
Socioeconomically Disadvantaged	11.7%
English Learners	1.9%
Students with Disabilities	10.8%

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*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a				22	4	0	0	22	4	0	0
1	n/a				22	1	0	0	22	3	0	0
2	n/a				22	1	0	0	22	1	0	0
3	n/a				22	1	0	0	22	1	0	0
4	n/a								25	1	0	0

5	n/a											
6												
Other									0.0	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	n/a											
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

Narrative provided by the LEA.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	n/a	2	1	LEA provided	LEA provided	LEA provided
Expulsions	n/a	0	0	LEA provided	LEA provided	LEA provided

* 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)

Noon needed.

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			N/A
Interior: Interior Surfaces		X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
Electrical: Electrical		X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			N/A
Safety: Fire Safety, Hazardous Materials		X			N/A
Structural: Structural Damage, Roofs		X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A
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	n/a	9	12	LEA Provided
Without Full Credential	n/a	0	0	LEA Provided
Teaching Outside Subject Area of Competence (with full credential)	n/a	0	0	LEA Provided

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	LEA Provided	LEA Provided
High-Poverty Schools in District	LEA Provided	LEA Provided
Low-Poverty Schools in District	LEA Provided	LEA Provided

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	.5	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian) paraprofessional	WCA 9	
Psychologist	1	
Occupational Therapist	1	
Nurse	0	
Speech/Language/Hearing Specialist	1	

Resource Specialist (non-teaching)	1	
Other		

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: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2010-2013 - Imagine It	2013	0
Mathematics	2010-2013 – Envision Math	2013	0
Science	2010-2013 FOSS	2013	0
History-Social Science	LEA Provided	n/a	0
Foreign Language	n/a	n/a	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

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	\$7,692.00	0	\$7,692.00	
District				\$67,084

Percent Difference – School Site and District			
State		\$5,455	\$68,835
Percent Difference – School Site and State			

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)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District 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%

	10	11	12	10	11	12	10	11	12
English-Language Arts		67%	68%	41%	44%	48%	52%	54%	56%
Mathematics		61%	75%	39%	43%	44%	48%	50%	51%
Science		0%	0%	43%	47%	51%	54%	57%	60%
History-Social Science		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 the LEA	48%	44%	51%	39%
All Students at the School	68%	75%	0%	0%
Male	62%	74%	0%	0%
Female	74%	77%	0%	0%
Black or African American	67%	78%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	53%	59%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	76%	80%	0%	0%
Two or More Races				
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement.

However, the grade ten 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 to

compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				41%	47%	45%	54%	59%	56%
Mathematics				42%	46%	50%	54%	56%	58%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	23%	22%	50%	34%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						

Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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			
7			
9			

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			7
Similar Schools			

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		B	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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	LEA	Number of Students	State
All Students at the School	63	838	416,460	745	4,664,264	788
Black or African American	19	817	36,627	696	313,201	710
American Indian or Alaska Native	0		1,395	754	31,606	742
Asian	2		16,488	909	404,670	905
Filipino	1		10,318	863	124,824	869
Hispanic or Latino	16	758	312,515	723	2,425,230	740
Native Hawaiian or Pacific Islander	2		1,443	792	26,563	775
White	23	890	36,849	874	1,221,860	853
Two or More Races	0		600	805	88,428	849
Socioeconomically Disadvantaged	5		344,647	728	2,779,680	737
English Learners	3		197,134	677	1,530,297	716
Students with Disabilities	7		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
First Year of Program Improvement		2004-2005
Year in Program Improvement		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			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate					24.7	20.7		16.6	14.4
Graduation Rate					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/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			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)

Narrative provided by the LEA.

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	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

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

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

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.

No staff development scheduled during school day. 15 days of development scheduled on non-school days.

Westside Innovative School House	School Accountability Report Card, 2011-2012
Los Angeles Unified	<i>Provided by the Ed-Data Partnership</i>
	For more information visit www.ed-data.org