

School Accountability Report Card
 Reported for School Year 2019-2020
Published During 2020-2021

School Information	
School Name	Westview School of Arts
Head of School	Michelle Kerrigan
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City, State, Zip	Los Angeles, CA 90066
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Web Site	http://www.westview.org
CDS Code	19-64733-6158406

SCHOOL DESCRIPTION

The Help Group's Westview School of Arts is a nonpublic school that provides a nurturing environment for academically capable middle and high school students who maximize academic and social success with small class sizes and flexible schedules.

Accredited by the Western Association of Schools and Colleges (WASC), our mission is to provide each student with the environment necessary to achieve the California high school graduation requirements, to progress in our Expected School Wide Learning Results and to promote a desire for post-high school education in community colleges, vocational schools, and 4-year colleges and universities.

The purpose of Westview School is to accomplish our goal whether or not the students are gifted and/or advanced in skills, deficient in skills, require more of an individualized program, or are able to function within the public system but at a reduced level of demand. We believe that it is important to admit students of any race, color, national or ethnic origin, or religious belief.

We believe the purpose of education is to shape character and to develop talent. An academic environment must create an atmosphere where students who have had difficulties feel safe enough to take the risks involved in real learning. We believe that school is a place where students learn to value and respect each other's differences. We foster each individual student's



ability to act responsibly and to be respectful of others. We believe that all students have humanity, dignity, worth and the right to have assistance in developing their abilities, talents and personalities.

It is our goal that each student graduates with the social and academic skills to support positive post-high-school choices. Additionally, we strive for each graduate to gain a degree of competency to support appropriate choices during their transitions to independent living. Each student should be able to utilize their acquired and accumulated knowledge and experience not only to be involved, contributing members of society, but to be a part of creating positive changes in the world.

Westview School recognizes our responsibility to nurture each student's curiosity and his/her satisfaction from learning so that he/she has the momentum as well as the skills to continue his/her learning beyond the classroom. Our students are offered six primary classes a day – along with a Life Skills program - and the opportunity of dual enrollment in their home school, local vocational programs, or colleges. Most of our students work from an Individualized Education Plan that focuses on his/her academic and social strengths and weaknesses. We follow LAUSD district and California state curricular guidelines and standards and offer electives as well as membership in specified clubs. Most of our students are funded through the IEP process.

Continuous contact between parent and school regarding the student's total development is essential. We believe that the attitude of the individual must incorporate an awareness and respect for the inherent rights and property of other individuals, the school, and the community. In order to achieve maximum individual development, we must be constantly aware of changes in society and initiate on-going modifications and adaptations of the school's programs.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Westview School of Arts is privileged to have a dedicated Parent Teacher Association (PTA) that generously contributes time and effort to enhance all aspects of the school program. Parents donate funds that are earmarked for special projects that augment curriculum, technology, field trips and the athletic program.

DEMOGRAPHIC INFORMATION

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 7	3
Grade 1	0	Grade 8	2
Grade 2	0	Grade 9	5
Grade 3	0	Grade 10	9
Grade 4	0	Grade 11	12
Grade 5	0	Grade 12	11
Grade 6	2	Total Enrollment	44

Student Enrollment by Group

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
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African American	27	White (not Hispanic)	55
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	7	Students with Disabilities	100
Filipino	0		
Hispanic or Latino	11		
Pacific Islander	0		

Distribution by Gender

Girls	36.4%
Boys	63.6%



Average Class Size and Class Size Distribution (Secondary)

Subject	2019-2020			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	9	x		
Mathematics	9	x		
Science	9	x		
Social Science	9	x		

SCHOOL CLIMATE

School Safety Plan

Westview School of Arts makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receive mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, Prejudice, and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. Teachers are aware of lock-down procedures and procedures for requesting immediate assistance.

CLINICAL/COUNSELING SERVICES

The Counseling Department is overseen by Licensed Professionals dedicated to providing the highest quality of clinical services. All therapists are BBSE certified (Board of Behavioral Science Examiners) and receive weekly supervision by a licensed clinician. All therapists are required to maintain continuing education units in order to maintain their credentialed status. Westview School of Arts therapeutic model emphasizes the importance of coordinating with the school’s academic and behavior staff in order to maintain a standard of care. Therapists also coordinate with professionals who provide for the student’s therapeutic needs (i.e. outpatient therapy and psychiatric services) outside of the school setting.

Coordinated Services

Designated Individual Service (DIS) or Educationally-Related Mental Health Services (ERMHS) Counseling is funded by the student’s Individualized Education Plan (IEP). This weekly service allows the student to receive support through weekly counseling with a focus on social/emotional



functioning that negatively affects academic progress. These services may also support the student in developing long-term academic and vocational goals and support the development of life skills needed

as the student matures and develops more independence in the community. Counselors assist students in the development and implementation of an Individual Transition Plan (ITP). In addition to weekly counseling sessions, counselors are involved in consultations with teaching and behavioral staff, consult with outpatient service professionals, participate in IEP meetings, coordinate parent meetings, and are available during the school day when a student is experiencing a crisis situation.

WESTVIEW SCHOOL OF ARTS BEHAVIOR MANAGEMENT

Westview School of Arts is committed to using researched based-classroom management interventions in support of providing a safe and positive learning environment that addresses our students' social, emotional and learning challenges.

Discipline at Westview is approached proactively. Westview recognizes that behavioral development in students is as important as academic development. Therefore, behavior is taught just as academic subject matter is taught. We do not take for granted that students have these behavioral skills. We explain why use of a particular behavior is important to a positive school community and each individual's future success. When students misstep, interventions are chosen in a positive, educationally-related manner. All interventions have a rationale behind them and are used as teaching tools.

Westview's School Wide Positive Behavior Intervention is committed to providing a safe and healthy school environment that supports all students in all aspects of their well-being.

Behavioral Philosophy

Westview School of Arts believes that children show the most growth in their academic and social development when they are provided with a safe, structured, and consistent learning environment. The most effective method to achieve this goal is to provide the students with a consistent set of rules and behavioral expectations, focusing on the positive, while still addressing problematic and challenging behaviors, within a nurturing community environment.

It is Westview's philosophy that the way to achieve a safe and structured environment is to implement both a structured set of expectations and an environment based upon positive reinforcement. Westview believes that when students are consistently reinforced for their learning efforts and positive behaviors they are more likely to experience increased self-esteem, improved social behaviors, and academic success.

School-Wide Positive Behavior Intervention and Support (WVPBIS) nurtures a culture of discipline based on positive behavior interventions. Positive behavior interventions are systems approaches to create individualized behavior supports needed for the social, emotional, and



academic success of our students. Research indicates that effective discipline systems focus on positive and proactive strategies and solutions to prevent disciplinary issues.

There are a variety of different levels of expectations within the school community that outline global behavioral targets, as well as more specific expectations at the class level and the individual level, on an as needed basis.

School-wide expectations include everything from general expectations about behavior, to more specific policies about dress-code and phone use etc. Different plans are in place to help support students who are struggling with specific aspects of the expectations, as well as rewards that can be earned. These plans will include: teaching school rules/expectations, fostering social-emotional learning, reinforcing appropriate student behaviors, using positive and effective classroom management strategies, and nurturing supportive peer relationships.

Continuous evaluations and monitoring will ensure that these interventions and supports are being carried out in a fair, non-discriminatory, and culturally responsive way.

Guiding Principles for the School Community

The main advantage to a School-Wide Positive Behavior Intervention and Support (WVPBIS) program is the focus on school-wide discipline that supports proactive strategies. These include strategies and tools to teach and support appropriate behaviors to students, in order to create a safe, nurturing, and positive school environment. WVPBIS allows Westview School of Arts to develop school-wide and classroom systems of discipline that are based in research and allows our school to teach and support positive behaviors for all students. This program is designed for:

- All students and staff in all settings
- Non-classroom settings within the school
- Individual classrooms and teachers
- Individual support for students who need more interventions for challenging behaviors

These positive behavior supports extend both in the classroom and in non-classroom settings (i.e. hallways, bathrooms, offices, outdoor space, and common areas). Focus is placed on developing and maintaining a continuum of support through school-wide instruction that promotes behaviors that are appropriate and beneficial to learning, while minimizing inappropriate and disruptive behaviors.

WVPBIS and proactive discipline programs help create a school environment with the following characteristics:

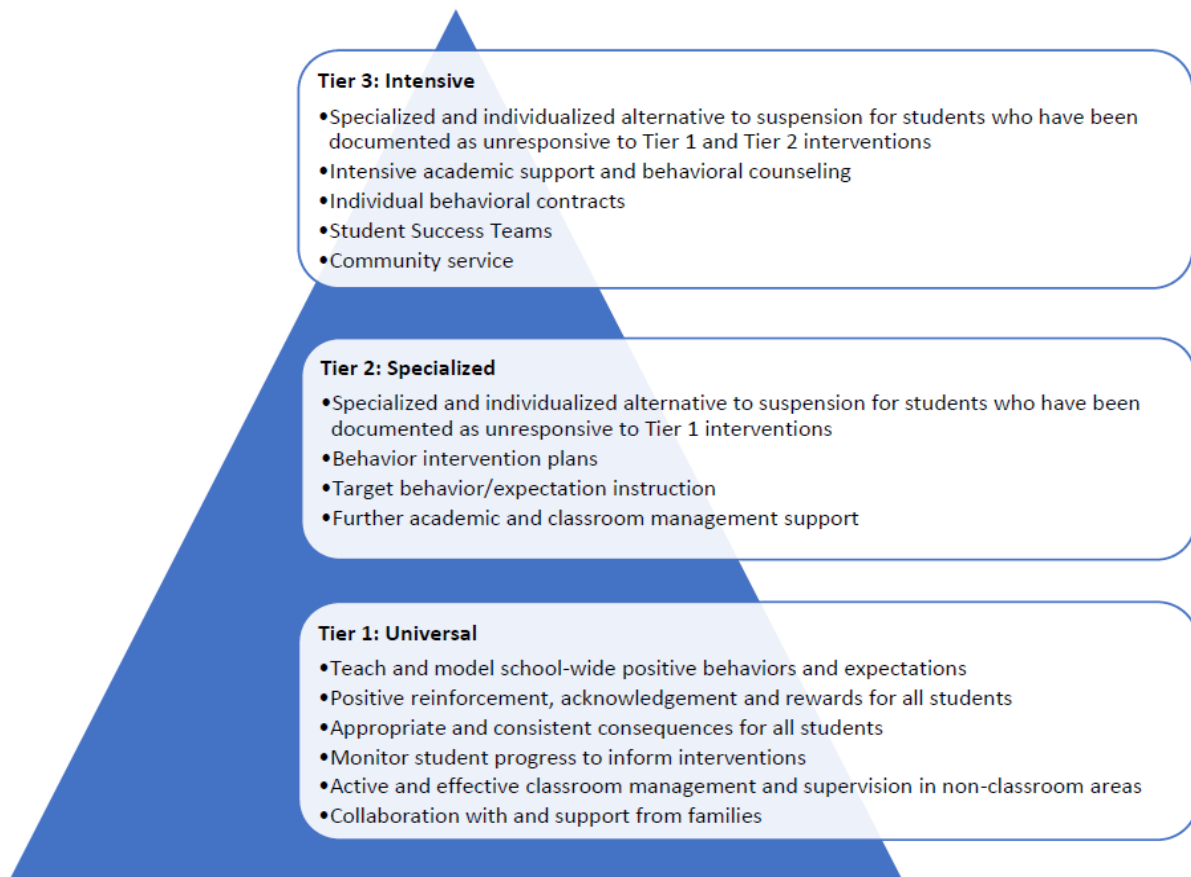
- Recognizing and celebrating the unique strengths, aptitudes, and natural gifts of each student
- Fostering academic growth, creativity, and a sense of mastery and accomplishment
- Valuing learning and teaching, while discouraging inappropriate and unsafe behaviors
- Maximizing each student's potential and performance

To ensure the success of WVPBIS, each member of the community (students, parents, teachers, administration, school support staff, teaching assistants, service providers, other school staff, and visitors) has a role. This includes:

- Knowing, communicating, and supporting Westview's WVPBIS
- Monitoring and evaluating the program, guidelines, and support systems
- Using strategies and interventions that have positive responses and are age-appropriate

Positive School Environment and Culture: Prevention and Intervention

In order to promote a positive school environment and culture, positive behaviors need to be accepted and modeled by all students, staff, and parents/guardians. This strategy will ensure that Westview School is dedicated to prevent disciplinary problems. Before consequences are given, students will be taught these behaviors and supported in their learning of these behaviors. Westview Schools' WVPBIS and discipline plan provides a foundation of clear expectations for all of our students. The levels of interventions in place to address the supports our students may need are outlined below:





Tier 1 intervention supports are universal for the development of school-wide expectations and norms. WVPBIS is the direct, explicit teaching of these expectations and norms.

In support of the goals of AB 1729, Westview School will use other means of correction that are consistent and age-appropriate before a suspension is considered, except the offenses covered under E.C. 48915(c) or when safety is at risk. Disciplinary practices need to ensure that members are given the opportunity to successfully and continuously engage in the school community, reflect on their mistakes, and learn from their experiences. Tier 2 and 3 interventions outline interventions for students that increase in support based on the need of the student.

Rationale

Students at Westview School of Arts are provided with appropriate behavior interventions and supports that ensure they have access to their education, as protected under state and federal law.

Behavior Management Plan

The following includes requirements with regard to behavioral supports for students with IEPs, as outlined by the U.S. Department of Education:

1. IDEA requires IEP teams to consider the use of behavioral interventions and supports for student with disabilities whose behavior interferes with their learning or the learning of others.
2. When a student displays inappropriate behavior, this may indicate that behavioral supports should be included in the student's IEP; this is especially true when the student displays inappropriate behavior on a regular basis or when the behavioral incidents result in suspensions or other disciplinary measures that exclude the student from instruction.
3. If a student displays inappropriate behavior despite having an IEP that includes behavioral supports, this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the student. In these situations, the IEP team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.
4. IDEA requires that needed behavioral supports in the IEP, whether provided as special education or related services be based on peer-reviewed research to the extent possible. The supports chosen should be individualized to the student's needs.
5. In addition to behavioral supports for student with disabilities, it may also be necessary, and consistent with IDEA requirements, to provide supports for school personnel and training on the use of behavioral interventions and supports in order to appropriately address the behavioral needs of a particular student.
6. While providing individualized behavioral supports to students with disabilities who need them through the IEP process is required as part of IDEA, research has shown that these supports are typically most effective when they are delivered within a school-wide evidence-based multi- tiered behavioral framework that provides all student with clear

expectations. This aligns with Westview School of Arts School-Wide Positive Behavior Intervention and Supports policy.

7. Parents have the right to request an IEP team meeting at any time.
8. Parents may want to request an IEP team meeting following disciplinary removal or changes in the student's behavior that impede the student's learning or that of others, as these likely indicate that the IEP may not be properly addressing the student's behavioral needs or is not being properly implemented.
9. In the event of a behavior emergency, Westview School of Arts will follow procedures under *EC* §56521.1 and *EC* §56521.2. In addition, if necessary, the clinical team, who are CPI trained, will be called to assist in any situation.

At the discretion of the teacher, teaching assistant, or other administrator, one or more of the following consequences may be issued following a behavior violation:

- *Warning.* A notice to the student that the student has violated a behavior standard and that continuation of misconduct may result in a more severe consequence.
- *Detention (limited basis).* Time spent in class or other designated area, most often during lunch. For more serious or multiple offenses, detention may be assigned before or after school. In these cases, parents will be responsible for transporting the student to or from school.

At the discretion of the administrator, one or more of the following consequences may be issued following a behavior violation.

- *Parent Conference.* Parents may be notified of the student's behavior violation. Parents may be asked to collaborate with the school in giving consequence and/or in creating a plan to eliminate further infractions. Conferences may be on the phone or in person, depending on the gravity of the offense.
- *Weekly Progress Reports.* Weekly reports on day-to-day behavior and academic performance in each class. Weekly reports are e-mailed to parents, administration, and (when applicable) the student's therapist. Used for on-going or wide-spread behavior or academic problems.
- *Work Service.* Students may be assigned work appropriate to the violation including, but not limited to: campus beautification, reading/research assignment, reflective paper.
- *Loss of privileges.* Loss of privilege may include, but is not limited to: seeking or holding an elected student office, use of computer, driving to school, participation in athletics, participation in social functions.
- *Suspension.* Temporary separation of the student from the classroom or campus for a specified period of time. Suspension will be identified as in school ("in-house") or at home. Conditions may be placed on a student's return to the classroom or campus. In



cases of home suspension, a parent will attend a reentry meeting upon the student's return to school.

- *Restitution.* In cases of damage, vandalism, littering, or theft of school property payment for repair or replacement of damaged property.

A record of all infractions and assigned consequences will be maintained. Failure to comply with the terms of any consequence may result in further disciplinary actions.

GUIDELINES FOR STUDENT SUSPENSIONS

Policy Situations may arise that require a response to student misconduct. Suspension will be utilized when other means of correction have not worked to bring about change to the behavior and/or when safety is compromised. Before suspension, Westview School of Arts will implement the School-Wide Positive Behavior Intervention and Supports (WV-PBIS) that are age appropriate and designed in a tiered manner.

Guidelines Suspension: Removal of a student from ongoing instruction for adjustment purposes. A student may be suspended from one class or all classes and still remain in school during the period of suspension as a Recoupment Opportunity if the student is appropriately supervised and instructed.

School Administrators, whenever possible, will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. Westview School of Arts will monitor student behavior with the use of regularly updated discipline records, provide data driven interventions to continually improve student behavior, and develop solutions and strategies to effectively address student behavior.

Alternatives to Suspension: Responses that are age appropriate and designed to address and correct the student's specific misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct.

1. The principal of each school must ensure that expectations of student behavior and discipline policies are communicated to staff, parents, and students at the beginning of each school year and to all newly enrolled students and their parents at the time of enrollment in the school.

Guidelines 2. It is the responsibility of school administrators to develop procedures for



implementing alternatives to suspension at their school sites, including any and all interventions. Pursuant to E.C. Section 48911.2 (a), schools with out-of-school suspension numbers that exceed 30% of their enrollment from the previous school year shall consider implementing alternatives to suspension.

3. Before imposing a suspension, including in-school suspension, for student misconduct, the administrator will consider on-site remedial measures, resources, and interventions that address the needs of the student.

4. Prior to issuing a suspension, a discipline referral must be created and parents and districts must be notified.

Grounds for Suspension

A pupil shall not be suspended from school or recommended for expulsion unless the principal of the school determines that the pupil has:

California Education Code Section 48900 et seq.

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity. (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety



Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (grades 4-12).

(suspension only).

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm.

(n) Committed or attempted to commit a sexual assault or committed a sexual battery.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

(s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. [48900(w)]

Note: Westview School of Arts policy prohibits suspension be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. 48900 (k)(1).

**Legal
Authorization
for**

A. The California Education Code permits administrators to suspend a student if it is determined that the student committed any act(s) listed under E.C. Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.

Suspensions

Offenses described in E.C. Section 48915 (c)(1) through (c)(5) require immediate notification to law enforcement and immediate suspension from school if it is determined that the student had committed the act at school or at a school activity off school grounds.

Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment (E.C. Section 48900.2), an act of hate violence (E.C. Section 48900.3), threats and intimidation against district personnel or pupils (E.C. Section 48900.7), or disruption of school-wide activities [E.C. Section 48900 (k)(1)].

B. Suspension of a student from school shall be employed only if the offense is related to school activity or school attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

C. For all students, a single suspension may not be issued for more than five (5) consecutive school days.

D. The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.

Procedures for Suspensions

After it is determined that the student's infraction(s) warrant a suspension, the following procedures will take place:

1) Parents and district will be notified of the infraction and suspension by conference, phone, and letter that specifically communicates the length of suspension, how the administrator determined the suspension was warranted, and the date of the re-entry meeting.

2) An Incident Report will be filed that details the infraction/incident, the time and date, actions taken by the staff/administration, follow up restitution required by the student, and follow up actions needed before the student can be readmitted into Summit View.

3) If a BER is required, an amendment IEP will be convened to discuss the need to implement a BSP.

4) Upon completion of the suspension, a re-entry meeting must be convened with the parent(s), the student, clinical, and administration. During the re-entry meeting, follow up restitution (community service, behavior reflection sheet, etc.) by the student will be decided upon as a requirement for re-admittance.



DISTANCE LEARNING PROGRAM

From a distance teaching and learning program to clinical services to social opportunities to parent engagement, in response to this novel situation, Westview School of Arts has created a comprehensive virtual version of itself.

We know that after our students graduate from Westview School of Arts, they will enter a world that will require them to function digitally. As we offer options for teaching and learning online, we are also providing opportunities for our students to continue learning essential skills such as self-regulation, time management, self-advocacy, organization, problem-solving and being able to adapt to an ever-changing world. Westview School of Arts Distance Learning Program supports students in developing the skills and habits necessary in order to be successful in the global digital society they will enter as adults.

Academics

Westview School of Arts has recently become a Google Classroom School. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. Students and teachers work collaboratively within the environment on projects and assignments, as well as communicate through the platform.

Zoom is a video conferencing application that can be used along with Google Classroom to allow for real-time teaching and learning.

Our distance learning program consists of students going from class to class daily to receive online real-time teaching instruction from their team of teachers. In addition, a segment of the day consists of office hours during which individual needs can be further addressed through additional support, tutorials and labs.

Our Distance Learning Program encompasses our multi-modal approach to teaching and learning in that it includes robust discussions, collaborative work, video and audio clips, hands-on exercises and individual work time, as well as student lead activities and presentations.

Provider Services

In addition to our robust academic program, through our comprehensive distance learning program we are able to maintain school-based counseling, speech and language, and occupational therapy services. During these difficult times, when many of our students are experiencing heightened anxiety and fear, we find it necessary to incorporate therapeutic minutes into our distance learning program. Service minutes are being provided as they would be if we were on campus. Students are able to participate in both individual and group sessions, as well as request additional time if they are in need.



Social Opportunities

For more and more students and families, the required social distancing mandate is leading to intense feelings of isolation. In an effort to keep our students connected to one another and virtually foster a sense of community during these difficult times, we have created social opportunities for our students and parents. Opportunities for students include various clubs, theme dress days and gatherings, after school enrichment opportunities, and more. Examples include Pet Day during which students have the opportunity to virtually share their pets and participate in a debate club.

Parent Engagement

Like our students, our parents benefit from community involvement and outreach. Regular communication and transparency, as well as offering tutorials in the necessary virtual programs, have been instrumental in keeping our parents/guardians connected and informed. Parent Teacher Association meetings between parents and faculty have been well attended. Virtual Zoom meetups revolving around interests and hobbies have also been requested. We are currently putting together a virtual schedule for our Fall Parent/Teacher Conferences.

As we continue our distance learning, we realize the complexities that the remote learning program presents to all of our families. We do ask that parents continue to keep an open line of communication with Westview staff and administration as issues arise. While students are required to keep their cameras logged on, Westview staff may reach out to parents in the event students are not engaged or unresponsive. Together we can navigate through this difficult time in our society and provide a solid and uplifting education for all of our students.

*Prior to our campus closing, we assessed the technological needs of our students and staff. All students who we knew may need a device were provided one prior to our closure.

SCHOOL FACILITIES

School facility conditions and Improvements

Westview School of Arts maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance person on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repainting to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		



TEACHERS

Teacher Credentials

In 2019-2020, all Westview School of Arts teachers met the No Child Left Behind Highly Qualified Teacher criteria.

Substitute Teacher Availability

Instructional aides have passed the CBEST and have the appropriate California substitute credentials cover teachers when they are absent. This system ensures familiarity and continuity for our students and causes the least disruption.

Designated Instructional Services Providers and Other Support Staff

Title	Number Assigned to School	Average Number of Students per Academic Counselor
Therapists	3	---
Occupational Therapy	1	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Occupational Therapist	1	---

CURRICULUM AND INSTRUCTIONAL MATERIALS

It is the policy of Westview School of Arts to provide an environment that fosters intellectual, academic, social and personal growth. We strive to provide each student with the curriculum, skills, and encouragement that will enable him/her to achieve at his/her fullest potential. Westview School is divided into two divisions: High School - grades 9-12 and Middle School grades 5-8.

High School students will be taking courses designed to fulfill the requirements for a high school diploma. In addition, these courses fulfill admission requirements for four-year colleges and universities depending on the course selection taken.

Middle School students receive instruction in the core subject areas: reading, English, math, science, social studies, as well as electives, including physical education. Curriculum is based on the California Common Core standards and is comparable to the curriculum at other private schools.



Mastery of content and access to curriculum are ensured through alternative assessment and accommodations in testing, curriculum, and presentation. Textbooks and curriculum materials are selected from the instructional resources reviewed and adopted by the California State Board of Education and district approved textbooks list. In order to ensure that textbooks meet Common Core standards, we purchase the California editions of textbooks when available.

At Westview School of Arts, students receive specialized remedial instruction in a small group setting that addresses specific deficits and diverse learning styles. Through diagnostic testing, a student's level of performance is determined, and intervention begins at the breakdown point. An individualized program is developed that meets the student's individual needs and leads to mastery of skills.

Communication of Academic Progress

Communication between parents and the school is valued at Westview School of Arts. Teachers, administrators and counselors are all readily available to discuss a student's progress and work in a collaborative manner to ensure each child's success. Parents can express their concerns to faculty via phone or email. In addition, phone conferences and personal conferences can be arranged through appointment. Parents are asked to call or email the teacher of their desire for a conference.

Formal parent teacher conferences are held twice a year in November and April. A sign-up form is sent out and conferences are scheduled on a first come, first served basis.

Written notification of progress is done through progress reports and quarterly report cards. Each quarter, a progress report will be sent home midway through the quarter marking period, with report cards on a semester basis. Should a parent want more frequent progress reports, they can be arranged with the Director of Education.

Lastly, information is available on PowerSchool through a secure log-in.

LIST OF SUBJECT AREA COURSES BY GRADE LEVEL

Middle

Grade 6	Language Arts, Math, Social Studies, Science, Art, Music, P.E
Grade 7	English, Math, Life Science, World Cultures, P.E., Elective
Grade 8	English, Math, Earth Science, American History, P.E., Elective



Upper

- Grade 9 English, Pre-Algebra/Algebra 1, Geometry, Algebra 2, Physical Science, Environmental Science, P.E., Computer Literacy, Art, Spanish 1, Health, Drama, Music
- Grade 10 English, Algebra 1, Algebra 2, Geometry, Biology, World History, P.E., Spanish 1 or 2, Art, Music, Drama
- Grade 11 American Literature, Contemporary Composition, Algebra 1, Algebra 2, Geometry, Chemistry, U.S. History, Science Elective, Spanish I, Spanish 2, Fine Arts, Consumer Math, Physics, Art, Music, Drama, P.E
- Grade 12 World Literature, English Literature, Expository Composition, Algebra 2, Pre-Calculus, Math Elective, Government, Economics, Spanish 1 or 2, Fine Arts, Physics, Chemistry, Science Elective, Health, Art, Music, Drama, P.E.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

WESTVIEW GRADING POLICY

Students’ presence in class is one of the most important factors to their success in school. Westview School would like to reward those students with outstanding attendance by incorporating the following procedures into every class grading system:

Classroom Participation (30% of Overall Grade)

Students must be present in class and participating in class discussions and/or activities. Failure to do so will affect their classroom participation points. We ask all students to be engaged and thoughtful in their approach to learning and to take the time ask questions and to come to class curious and enthusiastic.

Classroom Assignments (30% of Overall Grade)

Classroom assignments will vary from subject to subject and class to class.



Homework (20% of Overall Grade)

Homework is a student's opportunity to improve mastery and practice learning.

Assessments (20% of Overall Grade)

Quizzes

Tests and Mastery Projects

Final Exam

**For those students who are unable to do any of the above, we have safety nets as well as accommodations and opportunities to adjust the way a student proves learning. Materials in class and the homework will allow students to access the curriculum, but not following these policies will affect their grade.

***Exceptions may be made for specific classes that don't lend themselves to this rubric.

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	66-69
B-	80-82	D	62-65
		F	Below 60

Academic Dishonesty

Academic integrity is paramount to student success and evaluation. To this end, incidences of academic dishonesty, including plagiarism and cheating, are taken very seriously. Parents will immediately be notified when an incident of cheating or plagiarism is discovered. Consequences for such actions may include, but are not limited to:

Zero for paper, test or assignment

Redo paper, test or assignment

Suspension

District notification



HOMEWORK POLICY

Homework is an important part of the academic program at Westview School of Arts. Homework reinforces the material that has been learned and practiced in class, while fostering independent work and study habits.

In the Middle School, students can generally expect 30 - 60 minutes of homework.

In the High School, students can generally expect 30 - 90 minutes of homework per day.

Additionally, it is Westview's expectation that all students will read literature of their choice for a minimum of 30 minutes per evening.

Student Responsibility for homework:

- 1) A planner can be provided for each student to record homework and long-term assignments. Students should ensure they bring the required materials home each night in order to complete the assignment.
- 2) Students should allocate a time and place for homework, free from TV, telephones and other distractions.
- 3) Long term projects may be assigned as homework.
- 4) Late homework will be accepted per the school's policy and discretion.
- 5) If an upper school student is absent, it is expected that the student should find out from Google Classroom, PowerSchool, a classmate or teacher what he or she missed and should make up the work in a timely manner.

ENRICHMENT PROGRAMS

MINDFULNESS

Mindfulness is the capacity of actively knowing your moment-to-moment experience, with kind and gentle awareness, without the mind trying to make it different. As we do this, we begin to understand our bodies and minds better and not be as reactive in our daily lives to thoughts, emotions and physical sensations. We find more space, peace, joy and choice in our life.

Why are we doing mindfulness?

Mindfulness skills will help our students in the following ways:

1. Increase self-awareness
2. Increase one's ability to be present
3. Provide relaxation
4. Help with stress & anxiety reduction



What will it look like?

Over the course of the school year, we will be covering the following topics to expose our students to a variety of skills:

1. Mindful Breathing
2. Simple Breathing Meditation
3. Deep Breathing & Deep Breathing Meditation
4. Relaxation
5. Body Scan
6. Guided Visualizations
7. Compassion Meditation
8. Stretching (Head, Neck, Shoulders and Hands)
9. Reflections
10. MBSR (Mindfulness Based Stress Reduction)

Mindfulness-based practices are incorporated throughout the school day. A scheduled time is provided to introduce and practice these skills each day.

EXECUTIVE FUNCTIONING

Executive function and self-regulation skills are the mental processes that enable us to plan, prioritize, focus, and manage multiple tasks successfully. Such skills are developed and improved through practice and repetition. These new programs focus on enhancing and/or building the following skills:

- Goal Setting & prioritizing
- Time Management
- Organizational Skills
- Peer & Teacher Communication
- Homework Completion
- Notetaking
- Study Skills
- Presentation Skills
- Speaking & Listening effectively

THE OLWEUS BULLYING PREVENTION PROGRAM (pronounced Ol-VAY-us)

The Olweus Bullying Prevention Program is the most researched and best-known bullying prevention program available today. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States. With over thirty-five years of research and successful implementation, OBPP is a whole-school program



that has been proven to prevent or reduce bullying throughout a school setting. The comprehensive approach includes school-wide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school.

EXTRACURRICULAR ACTIVITIES

The school-wide community service program offers students the opportunity to contribute to society in a meaningful way. Student Council allows students to develop leadership skills and make a positive impact in the school environment. Students are able to cultivate special interests and talents through participation in clubs. Field trips are organized throughout the year to broaden experiences and foster social interaction outside the school setting.

The following list illustrates the variety of extracurricular activities offered at Westview School of Arts.

- Sports Teams
 - Basketball
 - Volleyball
 - Soccer
- Student Council
 - Student activities such as bake sales, student store and carnivals
 - Fundraisers
 - Dances
- Clubs
 - Debate Club
 - Yearbook
- Community Service
 - Thanksgiving Food-Drive
 - Collecting School Supplies
- Fieldtrips
 - California Science Center
 - Los Angeles County Museum of Art
 - Getty Museum
 - Page Museum / La Brea Tar Pits
 - Local Missions
 - Local Historical Sights (Olvera Street)
 - L.A. Library (Downtown)
 - Ecostation
 - Santa Monica Bay
 - College Visits



CAREER PREPARATION AND VOCATIONAL TRAINING

Transition planning occurs yearly for all Westview School of Arts students 14 years or older as part of their IEP process. The process begins with students completing an interest inventory and a teacher-initiated interview with each student. During this interview, the results of the inventory are discussed as well as student strengths as related to their interests.

Additionally, students began completing an ability inventory as well. This information, combined with the interest inventory, was discussed with the student in preparation for the IEP. All of the information is then disseminated to the parents and IEP team at the meeting and Vocational information is included as part of the discussion, formalizing the Transition Plan.

Westview School of Arts holds a Transition to High School Night for 8th grade families. Individual meetings are available to all students and their families with the transition specialist/college advisor and are held predominantly in the later high school years

School Completion

Indicator	Result
Graduation Rate	100%

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school.

Grade Level	Instructional Minutes Offered
1	n/a
2	n/a
3	55,900
4	55,900
5	55,900
6	55,900
7	55,730
8	55,730
9	64,800
10	64,800
11	64,800
12	64,800

Instructional Days

This table displays a comparison of the number of instructional days offered at the school compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days



PROFESSIONAL DEVELOPMENT

Minimum days are scheduled once every month for staff development. In the 2019 – 2020 school year, the following topics were addressed during teacher-training workshops at Westview School of Arts:

- School-Based Counseling
- Executive Functioning
- Neurosequential Model in Education
- Mindfulness
- Core Standards and IEP Goals
- Crisis Management
- Classroom Management
- Executive Functioning
- Effectively Responding to Crisis Situations
- Creating a Positive School Climate
- Social and Emotional Learning