



School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

Westview School of Arts

Address: 12101 W Washington Blvd, Los Angeles, CA 90066
Principal: Michelle Kerrigan

Phone: 310.751.1100
Grade Span: 6-12

About This School

District Contact Information (School Year 2021–2022)

| Entity | Contact Information |
|----------------|--------------------------|
| District Name | The Help Group |
| Phone Number | 818.779.5200 |
| Superintendent | Dr. Susan Berman |
| Email Address | sberman@thehelpgroup.org |
| Website | www.thehelpgroup.org |

School Contact Information (School Year 2021–2022)

| Entity | Contact Information |
|-----------------------------------|----------------------------|
| School Name | Westview School of Arts |
| Street | 12101 W. Washington Blvd |
| City, State, Zip | Los Angeles, CA 90066 |
| Phone Number | 310.751.1100 |
| Principal | Michelle Kerrigan |
| Email Address | mkerrigan@thehelpgroup.org |
| Website | www.westviewschool.org |
| County-District-School (CDS) Code | 19-64733-6158406 |

School Description and Mission Statement (School Year 2021–2022)

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.

Westview School of Arts is guided by the following mission:

Westview School of Arts is dedicated to educating young people with emotional or behavioral challenges who possess average to superior intellectual capabilities. Recognizing the unique strengths, aptitudes, and natural gifts of each student, the program promotes student engagement through a guided, innovative curriculum in a therapeutic, inclusive atmosphere. A commitment to maximizing each student's potential and performance forms the foundation of the school's educational program.

Given this mission, the school's curriculum, methodology and culture are guided by the expectations of the California State Standards and the professional practices required to help students with emotional or behavioral challenges compensate and excel. Westview School of Arts continues to apply the methodological adjustments necessary to best serve its population as well as meet Common Core State Standards.

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 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 of Arts 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— along with a 7th period support 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.

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 Data

Westview School of Arts is located in Culver City, California. The campus serves students from 6th to 12th grade. The campus is situated in an urban community near Los Angeles International Airport. The population of Culver City is **60,107** and the average income is **\$104,793**. Being a non-public school for students with emotional or behavioral challenges, the student population is not confined to the immediate neighborhoods. Rather, Westview School of Arts serves students from the greater Los Angeles area. Students attend from as far south as Long Beach, as far north as Santa Barbara as far west as Oxnard, and as far east as Pasadena.

Attendance

At Westview School of Arts, we understand that positive school attendance is a critical component of our students' success in school and aids in their development both academically as well as socially. The Westview School of Arts team reviewed IEP progress and determined a direct correlation between high absenteeism and a lack of progress on academic and behavioral IEP goals. Students, who attend school regularly, generally see greater success in academic achievement; this is particularly important for our students, many of whom experience learning challenges. They also learn how to follow routines and procedures, and how to generalize skills beyond the school walls. Westview School of Arts students are provided many opportunities throughout the school day to develop friendship, conflict resolution, and self-advocacy skills. Additionally, we know that regular school attendance patterns encourage the development of other responsible patterns of behavior that will carry our students through high school and post-secondarily. In order to promote positive school attendance, we strive to engage students through highly enriched curricula and energetic classrooms. We also offer various incentives to students including attendance raffles, newsletter features, and end-of-the-year recognition for students achieving perfect attendance for the entire school year.



Average Daily Attendance

| School Year | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------|-----------|-----------|-----------|-----------|
| ADA % | 79.2% | 84.7% | 86.4% | 96.5% |

Counseling and Student Support Services

Students at Westview School of Arts may receive the following designated instructional services:

- Counseling
- Speech and Language
- Occupational Therapy

These support services are either funded by school districts through the student's IEP or privately by parents. Working together and with the teaching staff, student support service personnel address the individual needs of students, contributing to academic performance and improving the social and emotional health of the students. In particular, student support services work with the students and teachers as part of the team to promote social and psychological success in students with specific disabilities. Therapists work with students on building self-reliant skills like advocacy, assessing personal strengths, understanding one's own learning profile and making use of accommodations. In addition, they work with students on planning, organization and goals setting.

Staff and Staff Development

The faculty at Westview School of Arts is specially trained to meet the educational, sociological, transitional and organizational needs of students with emotional and behavioral challenges and learning needs so that they can effectively teach the essential content, skills and strategies needed for academic success. All teachers have the appropriate credentials to hold a classroom. To retain a classroom our teachers are required to either have or to be working on their mild/moderate special education credential, approved by the California Commission on Teacher Credentialing, for teaching students with mild/moderate disabilities. Since 2013, all teachers were trained and have been applying the methodologies and tools mandated by the Common Core State Standards. Implementation of the newer Next Generation Science Standards began in 2016. All faculty and staff have an invaluable understanding of the student population and are coached in the crucible of the classroom as well as the rigor of the academic towers on effective strategies to help students find success.

The current faculty at Westview School of Arts consists of 4 full-time teachers, 2 instructional assistants, 3 administrators and assistants, 3 therapists, 1 occupational therapist, 1 speech and language therapist, 2 behavior interventionists, and 1 college and career counselor. With most primary and secondary schools, the majority of the faculty is made up of women. Westview's male faculty is 63.6%. While not mirroring the population of the Los Angeles area with regard to racial and ethnic make-up, Westview School of Arts has a very diverse staff with 29% being people of color.



Student Enrollment by Grade Level (School Year 2020–2021)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | N/A |
| Grade 1 | N/A |
| Grade 2 | N/A |
| Grade 3 | N/A |
| Grade 4 | N/A |
| Grade 5 | N/A |
| Grade 6 | 4 |
| Grade 7 | 2 |
| Grade 8 | 5 |
| Grade 9 | 12 |
| Grade 10 | 5 |
| Grade 11 | 7 |
| Grade 12 | 12 |
| Total Enrollment | 46 |

Student Enrollment by Student Group (School Year 2020–2021)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 26% |
| Male | 69% |
| Non-Binary | 4% |
| American Indian or Alaska Native | 0% |
| Asian | 2% |
| Black or African American | 26% |
| Filipino | 2% |
| Hispanic or Latino | 32% |
| Native Hawaiian or Pacific Islander | 0% |
| Two or More Races | 0% |
| White | 30% |
| English Learners | 13% |
| Foster Youth | 2% |
| Homeless | 0% |
| Migrant | 0% |
| Socioeconomically Disadvantaged | 64% |
| Students with Disabilities | 100% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):



- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

TEACHER CREDENTIALS

All Westview School of Arts special education teachers hold a full California Teacher Commission credential, Internship Credential Permits, or Short Term Staff permits that are authorized by the California Teacher Commission.

| Teachers | 2021-2022 |
|--|------------------|
| With Full Credential | 2 |
| With Internship Credential | 2 |
| STSP & PIPs | 0 |
| Sub Credentials | 1 |
| Teaching Outside Subject Area of Competence | 0 |

SUBSTITUTE TEACHER AVAILABILITY

Westview School of Arts uses our instructional aides who have passed the CBEST and have substitute credentials to cover teachers when they are absent. This system ensures familiarity with staff and continuity of curriculum for our students and causes the least disruption. We also call on regular substitute teachers that have taught previously at Westview School of Arts or similar schools that serve students on the autism spectrum, and are familiar with profiles of our students and the specialized teaching strategies we use.

TEACHER EVALUATION PROCESS

Teachers and instructional aides are formally evaluated once a year by the Principal. In addition, administrators conduct observations and classroom visits several times a year on an informal basis. Teachers receive feedback and suggestions regarding implementation of lessons, behavior management and addressing learning styles.



DESIGNATED INSTRUCTIONAL SERVICES PROVIDERS AND OTHER SUPPORT STAFF

| Title | Number Assigned to School | Average Number of Students per Academic Counselor |
|------------------------------------|---------------------------|---|
| Academic/Transition Counselor | 1 | n/a |
| Specially Designed PE Specialists | n/a | n/a |
| Socio-emotional Therapists | 3 | n/a |
| Nurse | 1 | n/a |
| Speech/Language/Hearing Specialist | 2 | n/a |
| Occupational Therapists | 1 | n/a |
| CBAs | 0 | n/a |
| Behavioral Interventionists | 1 | n/a |

Class Assignments (School Year 2019–2020)

| Indicator | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 |

[Quality, Currency, Availability of Textbooks and Other Instructional Materials \(School Year 2021–2022\)](#)

Year and month in which the data were collected: September 2021



| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------------|---|
| Reading/Language Arts | See list below | See list below | 0 |
| Mathematics | See list below | See list below | 0 |
| Science | See list below | See list below | 0 |
| History-Social Science | See list below | See list below | 0 |
| Foreign Language | See list below | See list below | 0 |
| Health | See list below | See list below | 0 |
| Visual and Performing Arts | See list below | See list below | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

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, and P.E.
- Grade 7 English, Math, Life Science, World Cultures, P.E., and Elective.
- Grade 8 English, Math, Earth Science, American History, P.E., and 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 I, 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.



LANGUAGE ARTS

Westview School of Arts provides a (CCSS) literacy program that targets the specific strengths and deficits of students as well as providing basic structured sequential reading. The various reading programs address phonemic awareness, decoding, vocabulary, fluency, reading comprehension, and literature. Instruction includes writing skills, comprehension strategies, vocabulary, phonemic awareness, high frequency sight words, fluency, and phonics. Westview School of Arts students require a special emphasis on reading comprehension and higher order critical thinking skills. Westview School of Arts adopted *StudySync* by McGraw-Hill to align with the 6th through 12th grade curriculum.

Students are evaluated using formal, informal and curriculum based assessments. There are follow-up program development and staff meetings to facilitate lesson planning.

Core Reading Program

StudySync – McGraw-Hill **7th-12th Grade** **ELA/ELD**

StudySync is a powerful core ELA curriculum built for today's technology enhanced classroom. *StudySync* blends Common Core Standards with differentiated instruction, relevant literature, and engaging multimedia tools that challenge and support students of all learning levels. *StudySync*'s literature-rich intervention curriculum meets the needs of all learners by continually evolving resources that keep students engaged and teachers on the forefront of changing educational expectations. *StudySync* lesson plans support close reading, analysis, daily writing practice, vocabulary, spelling, and grammar are embedded throughout and tied back to the literature. The intervention component uses differentiated resources for all learners, students can cultivate a passion for reading and writing through structured lessons that engage and support struggling readers with digital text selections, embedded audio, and video enhancement. All lessons include Access Path resources such as sentence frames, graphic organizers, glossaries, and tools for use in whole group, small group, and one-on-one instruction.

SRA Corrective Reading Direct Instruction Program from McGraw Hill

Corrective Reading provides intensive intervention for students in Grades 4-12 who are reading one or more years below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students. Includes a point system based on realistic goals to motivate students who are often expected to fail.



Corrective Reading Decoding

The *Corrective Reading Decoding* programs accelerate learning through a unique blend of high-frequency practice and review for students who have difficulty reading accurately and fluently. This tightly leveled intervention program progresses from teaching letter sounds and blending skills to reading expository passages typical of textbook material. Detailed data on performance allows students to monitor their own improvement and experience success.

Level A: Word Attack Basics (65 lessons) teaches non-readers the relationship between the arrangement of letters in a word and its pronunciation.

Level B: Decoding Strategies (B1, 65 lessons; B2, 65 lessons) refines and applies word-attack skills to more difficult sound combinations and words. These skills are applied in stories of increasing length and more complex syntax.

Level C: Skill Applications (125 lessons) bridges the gap between advanced word-attack skills and the ability to read textbooks.

Corrective Reading Comprehension

The *Corrective Reading Comprehension* programs develop vocabulary, information, and comprehension strategies needed for academic success for students who read without understanding. This program helps underachieving readers develop higher-order thinking and reasoning tactics used by successful readers—applying prior knowledge, making inferences, and analyzing evidence. Lessons incorporate information from science, social studies, and other content areas to build general knowledge and develop study skills.

Level A: Thinking Basics (65 lessons) teaches basic reasoning skills that form the framework for learning information. It also fills crucial gaps in students' background knowledge.

Level B: Comprehension Skills (B1, 60 lessons; B2, 65 lessons) teaches literal and inferential comprehension strategies.

Level C: Concept Applications (140 lessons) teaches students to use thinking skills independently.

IXL - ELA

IXL is a personalized learning platform that is proven to improve learning outcomes for all students. IXL's comprehensive K-12 curriculum, Real-Time Diagnostic, personalized guidance, and actionable Analytics work together seamlessly to give teachers everything they need to differentiate instruction and help students grow.

Moreover, IXL's comprehensive coverage of pre-K through 12th grade English language arts helps students become strong readers and writers. Foundational skills like phonics ensure students master the literacy skills they need to succeed. From there, skills steadily scaffold to help students build reading comprehension and writing strategies, including analyzing texts, crafting strong arguments and writing clearly and concisely.



IXL uses insights from student work in the curriculum and the Real-Time Diagnostic to power personalized guidance for every learner. The IXL Real-Time Diagnostic assesses students at a deep level, providing reliable insights on students' grade level proficiency on key language arts strands. IXL's personalized action plans seamlessly link students to the skills that will help them build on their current knowledge as well as remediate any ELA gaps in understanding.

MATH

Westview School of Arts provides a (CCSS) 6-12th grade math program that targets the specific strengths and deficits of students as well as providing foundational math instruction aligned with CCSS. The Common Core State Standards for Mathematical Practice are designed to provide students with the skills they need to be successful either in the workforce or in post-secondary education. The CCSS for math are based on research, leading state curricula and supplemental math programs. Westview School of Arts math program allows students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others. At Westview School of Arts, the CCSS math program allows students to **build a solid math foundation for advanced study.**

Big Ideas Math - Big Ideas Learning

Big Ideas Math is a complete math program developed with Common Core [Standards for Mathematical Content](#) and [Standards for Mathematical Practice](#) as its foundation. *Big Ideas Math* has been systematically developed using learning and instructional theory to ensure the quality of instruction. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise stepped-out examples, rich thought-provoking exercises, and a continual building on what has been previously taught. *Big Ideas Math* provides a [balanced instructional approach](#) of discovery and direct instruction. This approach opens doors to abstract thought, reasoning, and inquiry as students persevere to answer the Essential Questions that drive instruction to build mathematical understanding and proficiency.

IXL - MATH

IXL is a personalized learning platform that is proven to improve learning outcomes for all students. IXL's comprehensive K-12 curriculum, Real-Time Diagnostic, personalized guidance, and actionable Analytics work together seamlessly to give teachers everything they need to differentiate instruction and help students grow.



IXL Math is a comprehensive pre-K through 12th grade math program. More than 4,000 topics cover foundational skills such as counting, addition and multiplication, as well as more rigorous subjects such as algebra, geometry, pre-calculus and calculus. Unlike many other programs, IXL Math does not use a question bank. Problems are algorithmically generated, ensuring that students never see the same problem twice—and that they have an infinite number of questions with which to learn and excel.

IXL uses insights from student work in the curriculum and the Real-Time Diagnostic to power personalized guidance for every learner. The IXL Real-Time Diagnostic assesses students at a deep level, providing reliable insights on students' grade level proficiency on key math strands. IXL's personalized action plans seamlessly link students to the skills that will help them build on their current knowledge as well as remediate any Math gaps in understanding. IXL Analytics is an essential daily tool that helps teachers deliver data-driven instruction and support every student at the right level.

EXTRACURRICULAR ACTIVITIES

Westview School of Arts offers many opportunities to support extracurricular activities on and off campus during the school year. This is done to add enrichment and experiential opportunities that are not covered in the core curriculum. Westview School of Arts adopts activities that promote self-worth, independence and the ability to generalize appropriate social skills within a mainstream environment.

On Campus Activities:

- Student Interest Clubs
- Student Council
- Workability
- Athletics
- Monthly Awards Ceremonies
- Art
- Computers
- Fitness Room
- Executive Functioning
- Leadership Seminar
- Mindfulness
- Student Art Show

Off Campus Activities:

- Junior/Senior Prom
- Educational Field Trips
- Art Exhibits of Student Work
- Community Service



VII. CAREER PREPARATION AND VOCATIONAL TRAINING

College & Career Counseling / Transition Services

Westview School of Arts continues to enhance its transition program. Students in Grades 9 through 12 receive individual counseling regarding post-secondary options. The college counselor assists students in matching their strengths and interests with programs and institutions that provide appropriate services for students with learning disabilities. Every year, the school hosts a Parent and Student College Night. Westview School of Arts administrators, teachers, parents and students go over the opportunities for college, vocational training, and financial aid. With the guidance of the college counselor, Westview School of Arts parents and students address the decision-making process about continuing education.

Representatives from colleges and training programs are invited to campus to speak to the junior and senior classes. Also, as part of the college counseling services, Westview School of Arts plans field trips to local institutions like CSUN, Pierce College, LA Valley College, LA Trade Tech, and Mount Saint Mary's College. As a further service, the college counselors also coordinate college entrance exams and standardized tests. Juniors have the opportunity to participate in PSAT and CSU's Early Assessment Program. Also, as part of the preparation for college, Westview School of Arts hosts alumni information sessions where recent graduates come back to Westview School of Arts to talk with current juniors and seniors about the realities of college, work, transition and life after Westview School of Arts.

Moreover, through the senior seminar curriculum, as part of classes such as Economics and Consumer Math, and through office hours, students receive training and preparation for a variety of transition needs and skills. These include applying for employment, independent living skills, interview practice, community involvement, public speaking, budgeting and personal finance. This is in addition to the IEP transition goals which are worked on and monitored with case managers, with parent involvement and through the curriculum.

Finally, some students do not fit into the college prep mold or need extra support for transition. As needed and as determined during the IEP process, students can also be referred to the Department of Rehabilitation to provide employment guidance. Recently, a few students have opted to participate in The Help Group's Advance LA program which delves more specifically into basic life skills and provides enhanced support for young adults who need it.

School Facility Conditions and Planned 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.

Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: *September 2021*



| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | √ | | | |
| Interior: Interior Surfaces | √ | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | √ | | | |
| Electrical: Electrical | √ | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | √ | | | |
| Safety: Fire Safety, Hazardous Materials | √ | | | |
| Structural: Structural Damage, Roofs | √ | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | √ | | | |

Overall Facility Rate

Year and month of the most recent FIT report: September 2021

Table 13: Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | √ | | |