

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Tina Ziegler
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Westview High School
(As it should appear in the official records)

School Mailing Address 13500 Camino Del Sur
(If address is P.O. Box, also include street address.)

City San Diego State CA Zip Code+4 (9 digits total) 92129-4465

County San Diego County

Telephone (858) 780-2000 Fax (858) 780-2054

Web site/URL https://www.powayusd.com/en-US/Schools/HS/WVHS/Home E-mail eremillard@powayusd.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Marian Phelps Ed.D E-mail mkimphelps@powayusd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poway Unified School District Tel. (858) 521-2800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. T.J. Zane
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	271	291	562
10	333	299	632
11	279	265	544
12 or higher	293	266	559
Total Students	1176	1121	2297

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 37.2 % Asian
 - 1.6 % Black or African American
 - 11.8 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 31.5 % White
 - 17.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	84
(4) Total number of students in the school as of October 1, 2020	2339
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Albanian, Amharic, Arabic, Engali, Bulgarian, Burmese, Cantonese, Chaldean, Chaozhou (Chiuchow), Dutch, English, Farsi (Persian), French, German, Gujarati, Hebrew, Hindi, Hmong, Hungarian, Ilocano, Indonesian, Italian, Japanese, Kannada, Khmer (Cambodian), Korean, Kurdish, Lao, Mandarin (Putonghua), Marathi, Nepali, Other non-English Language, Pashto, Pilipino (Tagalog), Polish, Portuguese, Punjabi, Romanian, Russian, Serbo-Croatian (and Bosnian), Spanish, Taiwanese, Tamil, Telugu, Thai, Tigrinya, Turkish, Ukranian, Urdu, Vietnamese

English Language Learners (ELL) in the school: 1 %
33 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 187

8. Students receiving special education services with an IEP or 504: 12 %
287 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>52</u> Autism | <u>34</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>86</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>59</u> Specific Learning Disability |
| <u>42</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>11</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>9</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	84
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	98%	93%	93%	97%
High school graduation rate	97%	97%	96%	97%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	594
Enrolled in a 4-year college or university	70%
Enrolled in a community college	20%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	10%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Westview is a thriving learning community to which all members feel connected. At Westview, high academic and personal standards are established, accessed, and achieved by all members through collaboration, meaningful activities, and ongoing comprehensive evaluation. The culture of Westview is one of respectful communication and interdependence while still celebrating the uniqueness of each individual.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Poway Unified School District (PUSD) is an equal opportunity employer/program and is committed to an active Nondiscrimination Program. PUSD prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental ability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or a group with one or more of these actual or perceived characteristics. For more information, please contact: Title IX/Equity Compliance Officer, James Jimenez, Associate Superintendent of Personnel Support Services, Poway Unified School District, 15250 Avenue of Science, San Diego, CA 92128, 858-521-2800, extension 2761, jjimenez@powayusd.com

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

In the fall of 2002, Westview High School opened its doors after years of extensive research, community involvement and planning as a school designed to meet the needs of a twenty-first century learner. Working under the charge of building a school that did not resemble a ‘Factory Model’, Westview was established as a learning community determined to create an educational environment in which student connections and success were at the heart of all decisions. Westview was founded on four pillars: Communication, Collaboration, Connection and Flexibility. They were central to our Mission Statement then and remain at the center of all decisions we make. The Flexibility core was essential in the last few years as we have adjusted to a world of virtual learning, hybrid learning, and then a return to in-person learning.

Westview is a comprehensive, public high school proud to be a positive learning community with high expectations for all learners. Open access for all students to take courses they choose is one of our key features. All students have access to a broad course of study and can elect to take an AP or elective class during any year. Westview’s curriculum is an academically challenging college preparatory program. Under Westview’s 4x4 block schedule, students may take up to four 10-credit classes each 18-week term, enabling them to earn up to 80 credits in one year.

Westview has a wide range of Advanced Placement classes from AP Art History to AP World History. Our students do not shy away from enrolling in these classes. Each year, our Mathematics department offers at least eight sections of AP Calculus AB (an introductory college-level course) and at least three sections of AP BC (similar to AB, but with more topics). Over 65% of our seniors of the class of 2021 took at least one AP Class. Though our students historically do well on the AP tests, our emphasis has been on increased access and participation in an attempt to shift focus from pass rates.

While Westview’s high academic standards and history of success are important to our students and families, the way students feel about their experience at school is also vital to our definition of success. As one of our core values, we strive to have all members of our community feel connected to our school, starting with the students. We welcome the 9th grade class on the first day of school with a symbolic walk through a loudly cheering, high-fiving, tunnel of faculty and upperclassmen. Four years later, on their graduation day we complete the circle and honor the seniors with a symbolic walk back through another tunnel of faculty. It is one of Westview’s greatest traditions.

During their time on campus we aim to provide connections for all students. We have a homeroom meeting three times a week, led by faculty and staff - including administrators. The students stay with this homeroom all four years so they have a core of peers with whom they connect and one adult who is always checking in with them. Additionally, Westview has robust arts and athletics programs. We have over 90 clubs students can join, all created by students. In fact, our Associated Student Body (ASB) Director has commented, “You would think that we have a club for everyone, until a student proposes something new.” Our award-winning Broadcast Journalism and Navy Junior Reserve Officers Training Corps (NJROTC) organizations provide other connections for students, possibly leading to post-high school aspirations. Truly, we aim to provide a connection for every single student on campus.

This goal to connect extends to our broader community, as well. We embody the spirit of "Parents as Partners", one of our core values, bridging the school with our community and families. Parents have been included in the improvement process and serve in an advisory capacity on several committees: School Site Council, Westview Foundation, English Learner Advisory Committee, Booster Clubs, and Parent Teacher Student Association (PTSA). Our school Foundation has raised money to improve our school with extended library hours, student/staff recognition, mini-grants to improve curriculum, technology and student wellness.

All of Westview’s stakeholders value the culture we have developed on campus and in the community, which mandates the need to be continually responsive to the changing needs of our students and staff and to be intentional about building and maintaining a positive school culture. We have been a "No Place for Hate" school for the past nine years. As part of that work we have listened to student voice through Diversity Panels, leading to community equity and inclusion forums to hear more input about our school

climate. Our work in this area is ongoing, but the goal is to always provide identity-safe spaces for our students. Westview strives to be a place where all students feel connected, proud, and able to reach their full academic and social potential. We have incorporated this equity work into our Theory of Action: "If we authentically connect with one another through dynamic, interactive exchange of experiences then students are empowered, valued, and safe to examine cultural, ethical and moral issues from diverse perspectives resulting in relevant and intentional student engagement."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Westview believes our focus on curriculum and culture is to ensure that every student has access to opportunities which are aligned with their needs and support their academic and social-emotional success. This includes support for students who are facing difficulties navigating high school, whether academic or social-emotional. Due to our 4X4 schedule, students can adapt their pace to meet their goals, by accelerating their class and course schedules, utilizing support classes to ensure success or simply designating periods in their school day to take a needed mental break. Westview also has an open access policy for all classes, including AP classes. All students should have the availability to take the course work that they feel will lead them to future success. Plus, as an institution we provide tutorial time in the middle of the school day for students to access extra assistance they may need.

Westview believes that teacher collaboration is crucial to instruction and assessment. Staff works together during summer hours and during Professional Time during the school week to ensure our curriculum is aligned with California State and National Standards and that our students receive robust and equitable opportunities to demonstrate their achievement of those Standards. All courses use common course assessments to evaluate student learning. Content teams also work to vertically align curriculum and skills with other connected courses to ensure an effective continuation of scope and sequence for all students.

On a broader, philosophical level, we want our curriculum to be part of our culture as a school. We want to authentically connect with our students, to provide avenues for an interactive exchange of ideas and experiences and we want to empower our students to learn both inside and outside of the classroom.

1b. Reading/English language arts curriculum content, instruction, and assessment:

At Westview, English and Social Sciences are considered one department–Humanities. The teachers meet together, align philosophies and expectations, and vertically align all courses through both curricular areas. In the sophomore and junior years, the course offerings are loosely linked to cover the same time periods and same historical and literary movements. In fact, the Honors junior courses (American Literature and AP US History) are led by teachers who have dual-credentials so they are able to combine the courses into one cohesive course.

English courses and Social Science courses utilize common assessments set by the curricular teams for both formative and summative purposes. These assessments focus heavily on analytical writing skills, as set by the California State Standards, as well as the students' ability to orally communicate their thinking. Content teams use their Professional Learning Community time three times a month to collaborate on these assessments and to share strategies for helping students succeed. Key to the process is the content teams' focus on continuous improvement. Based on both hard data (A-F statistics) and soft data (teacher observations and student reflections), our courses are constantly being calibrated to better serve our students and their academic needs. The Humanities Department is not ever satisfied with the status quo.

As part of this continuous improvement, in the past two years the English wing of the department has looked at adopting new texts and courses to reflect the growing needs of our students. We have created an Ethnic Literature class and are updating our offerings in the younger levels to provide more diverse perspectives. Our English classes also promote more student choice in the reading material allowing for students to tailor their own learning and analysis. This presents as outside reading, supplemental texts, literature circles and discussion groups. We have moved away from one size fits all learning.

Another growth area for our English classes is incorporating all of our English Learners into college-ready English classes, despite language deficiency. Teachers are adjusting how they organize their time in the

classroom in order to provide for more individual and group instruction for those students who need more language support.

Westview students and the community are increasingly STEM-oriented. However, Westview believes that students also need opportunities to expand their connections to the Humanities. Social Science offers electives in Psychology, Sociology, and Human Geography. Our students in English may take creative writing, journalism (both print and broadcast), and film studies. Through our Drama Department we also encourage students to write their own one-act plays that are performed every year.

Though 15 months of Distance Learning and hybrid teaching were difficult, the impact on the pedagogy of Westview's Humanities teachers was positive. Staff became more comfortable with available technology to provide a more robust experience for students. Perhaps more importantly, though, staff became more comfortable seeing themselves and each other as leaders. English and Social Science teachers did research, experimented with new approaches and technologies and then shared their successes (and failures) with colleagues. Through Zoom calls and collaborative meetings, Westview's Humanities teachers expanded their knowledge base and practices.

1c. Mathematics curriculum content, instruction, and assessment:

When Westview began, we had the philosophy of learning through different pathways creating options for every student. In the last 20 years that has evolved into several different strategies for math. Philosophically, we try to maintain pathways that lead all students toward Advanced Placement math options. While not every student needs to get that far, our pathway for every student is on that road. The first math class in our pathway was designed with systems and structures meant to limit attrition and encourage the flow of students to the next higher level math course. All students must take and pass Integrated Math 1, or its equivalent, and must complete two years of math in order to graduate. The Math department at Westview, strives to inspire students to far exceed the minimum requirements needed for graduation.

Our first three courses in the math sequence are taught as integrated math courses (a combination of Algebra, Geometry, Trigonometry). They utilize a problem-based approach. Teachers differentiate the learning, and collaboratively decide when to provide direct instruction and when to use projects and group work to reinforce learning. The content teams have established rubrics together and set common course assessments. This year, Westview created a collaborative section of Integrated Math II in which a general educator and a special educator co-teach the class together. In this way, students with learning differences are given every opportunity to learn with their general education peers and students without a learning difference are given more attention from a credentialed teacher.

For students in general education who need remedial math interventions, we have implemented an academic success program that runs concurrently with the integrated classes to offer targeted and timely support. In addition to bolstering math knowledge, these classes are designed for teachers to form authentic connections with their students, thereby empowering their academic confidence to contribute to their groups and class discussions during their respective math classes. Another focus that the math team has identified is to develop practices working with EL students. Each member of the math department is currently going through Specifically Designed Academic Instruction in English (SDAIE) training to increase their skill sets when working specifically with EL students but also utilizing the practices to increase their connections with all students with each level of math courses offered. Through our collaborative work and training we have raised the passing rate of over 60% in Integrated Math I and II and over 75% in Integrated Math III, despite language barriers. This work and training is ongoing.

Within each Integrated Math class, teachers scaffold material to ensure the greatest possible learning outcomes. For example, Friday quizzes are representative of weekly homework problems and students are encouraged to retake them for a better score within one week of the original sitting to demonstrate their understanding. Content level teams meet to collaboratively design and update assessments and rubrics so that they can constantly re-calibrate their ability to best teach their students. Another example of this department's desire to meet students where they are currently is their use of at-home formative assessments. These assessments directly correspond to the week's learning objectives and give students immediate

feedback on their learning. Students with learning differences are encouraged to take general education math if possible and Instructional Aides are embedded into the classrooms to offer support for them and the entire class. All students are encouraged to accelerate their math learning beyond the Integrated series of courses. The department utilizes the 4x4 block system to combine Pre-Calculus and AP Calculus so that students have the entire year to develop their upper-level math knowledge and proficiency. Acknowledging the wide range of math content and interests, the department constantly seeks to evolve their course offerings. In the 2022-2023 school year they will offer a Data Science course that can either be paired with AP Statistics or Computer Science courses. Students taking this course may also be designated as a CTE Pathway Completer, a distinction that has implications in the real world. From entry level, to Advanced Placement, to CTE math options, the Math Department pushes Westview Students to find their own interests within the world of math.

1d. Science curriculum content, instruction, and assessment:

Westview science works with the Next Generation Science Standards. The goal is to prepare students to be independent, responsible and proactive learners. Our curriculum allows for student ownership of the content by linking problem-based learning opportunities to local concerns as well as to local phenomena. For instance, the biological sciences utilize focused field trips into our local biospheres to collect data and conduct guided research. This occurs throughout the year for a broader spectrum of data. The assessments in science are a comprehensive and multi-layered measuring of all three dimensions of the NGSS (disciplinary core ideas, cross-cutting concepts and practices). Students are not only assessed on the content of science, but also the practice of science. Teachers align assessments across scientific disciplines to provide data for informed decision making for future instruction.

Westview now uses Open Educational Resource textbooks which allow teachers to meet students' individual needs. All courses use 1 to 1 technology, with the ability to change languages and modification of Lexile levels with content rich text to allow for differing learning styles. During virtual learning, science staff created virtual labs and began recording lectures in order to better serve students. Those techniques have continued as a way to support classroom direct instruction and student comprehension.

In the last five years, Westview has introduced Project Lead the Way courses in Engineering, Biomedical Science and Computer Science into the school course catalog. These courses provide students with additional exploratory curriculum in the STEM fields. Enrollment has consistently grown and we have responded by adding classes and trained more teachers in the PLTW courses on site. The Project Lead the Way courses provide all of our students with relevant hands-on projects that spark the passion and interest of our students and real world problem solving techniques and strategies.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

At Westview, English and Social Sciences are considered one department—Humanities. The teachers meet together, align philosophies and expectations, and vertically align all courses through both curricular areas. See 1.b Social Science offers electives in Psychology, Sociology, and Human Geography. In this last year, Social Science has also adopted a new course, Ethnic Studies. This course revolves around power and disenfranchisement and how those impact our social, cultural and political structures. It aims to build self-awareness, and foster active social engagement while encouraging students to be socially and politically conscious, as well as further develop respect, empathy and value for individuals and groups of people locally, nationally, and globally. We have a multicultural student body and issues that they face now and in the future are a focus of this course. In a similar vein, our Civics and AP Government courses continue to run Mock Supreme Courts and Mock Congress simulations to foster our students' engagement in social and political processes. The goal is to prepare the students for more than just higher academics. We want them to be informed citizens.

English courses and Social Science courses utilize common assessments set by the curricular teams for both formative and summative purposes. These assessments focus heavily on analytical writing skills, as set by the California State Standards, as well as the students' ability to orally communicate their thinking. Content teams use their Professional Learning Community time three times a month to collaborate on these

assessments and to share strategies for helping students succeed. Key to the process is the content teams' focus on continuous improvement. Based on both hard data (A-F statistics) and soft data (teacher observations and student reflections), our courses are constantly being calibrated to better serve our students and their academic needs. The Humanities Department is not ever satisfied with the status quo.

1f. For secondary schools:

At Westview, all of our core classes fulfill the University of California A-G requirements for admission into the California public college system. Though not all of our students will follow this path, every student is given the opportunity to complete the coursework necessary for admission. Westview also offers multiple options for students to earn college level credit through AP courses and course articulation through Palomar Community College. Currently, we have 25 different AP courses and nine articulated courses for our students to both prepare themselves for college-level academic rigor, but also to earn credits. Over 65% of our students will pass at least one AP class at Westview. We also offer eight CTE Pathways for our students who are interested in career readiness through high school. These include Engineering and Architecture, Information and Communication Technologies, Arts, Media and Entertainment, Fire Science, and Business, Finance and Marketing. Many of our students complete a CTE pathway while also completing all of the A-G requirements for university admission. Our Counseling Department utilizes Scoir and Xello to explore college and career interests with our students. They also present a career workshop to all 9th grade students and then offer individual meetings to discuss how their interests match the course options at Westview.

Westview's AVID program has been used as a demonstration school. Students who traditionally have fallen in the middle of the academic success spectrum are given four years of support and training to prepare themselves for post-graduate academic success. This program prepares students for rigorous coursework while raising college awareness and building community. Students learn how to take notes effectively, how and when to ask questions, how to access resources and support, and they gain the confidence to take on new challenges. In addition, our AVID program focuses on community service as an important part of giving back and building your own character and sense of purpose.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

With the option to take up to 8 courses each year, students have ample room in their schedule to take desired elective classes each of their four years at Westview.

Our Exercise and Nutritional Sciences (ENS) program is a model for schools throughout California because it integrates physical activity and health education. Ninth-grade students alternate time learning in the classroom with time participating in activities such as sports, yoga and dance. All of this is framed in the context of what they are learning about life-long physical and mental health in their classrooms. In later years students are offered more sport-specific courses as electives. Our ENS program faced particular challenges during virtual learning but it provided an opportunity for staff and students to use technology and its tools to better track and monitor their athletic activity.

The visual and performing arts provide opportunities for our students both on campus and off. Courses focus on foundational skills leading to mastery and performance. Our instrumental music has added more front-loaded fundamental testing opportunities for students so they are better prepared for later proficiency tests. Much of the focus before virtual learning was preparation for competitions. Once those were canceled the department's adjustment toward the fundamentals has changed the approach and improved competition performance overall. Our theater and choir departments are under the umbrella of a CTE pathway. In addition to performance classes, students are also given opportunities both inside and outside of the classroom to work on the technical aspects of the arts. Westview offers a Theater Tech class that instructs on set design, costumes, lighting and sound. Visual arts allows our students to work in different media to find their vision. Our photography, ceramics and drawing and painting classes encourage students to publish

their work, both in local shows, around campus and in professional spaces. Almost every classroom on Westview has some student artwork that was gifted by the AP Studio Art class. We have installations on campus once or twice a year. And our front office is lined with the art our students complete in a Speed Painting competition every year.

Westview's World Language curriculum is designed around thematic units, following state and national standards. Instruction is proficiency driven and uses the current research on effective language acquisition. We have expanded our offerings to meet the needs of our community and demographics, adding Filipino up to fourth level. Westview offers a Seal of Biliteracy for students who are fluent in more than one language.

The technology courses at Westview focus on real-world applications and problem solving. They are under a CTE umbrella, as well. Instruction and assignments are project based. In addition to Computer Science, we offer coding classes, engineering, digital and mixed media. Our students are very technology savvy and these courses give them an opportunity to expand their knowledge base and apply it to their future goals and careers.

Our Special Education program focuses on providing opportunities for students to participate in general education classrooms to the maximum extent possible via life skills courses and co-taught classes. We currently have co-taught classes in Math, Science, English, and Social Studies with collaborative support in ENS, Visual and Performing Arts, and other electives.

3. Academic Supports

3a. Students performing below grade level:

Westview's academic support for students who are below grade level begin before they enter high school. Rising freshmen are identified and invited to attend a two week Summer Bridge program in which they receive a welcome to our community, connect with peers and staff and receive support in math and English. After the session they are assigned a mentor who monitors their success throughout the first year. In addition, students who are below grade level are encouraged to enroll in an Academic Success course to prepare them for High School English and math. Westview's 4X4 schedule provides room in students' schedules for this support class without missing any other essential coursework.

Westview uses a Response to Intervention console (RTI) that is reviewed every two weeks. Teachers input intervention strategies undertaken to support struggling students in class. Teachers continue to note the effects of these strategies on student progress. This console is also available for concurrent teachers and future instructors to help the students. These reports are reviewed to determine if students need more formal interventions to support their success. Our Intervention Team, consisting of counselors, administration, school psychologist, student services and our TOSA then meets individually with the student and strategizes further support.

Westview has a tutorial session in the middle of the school day. Students who are underperforming (D or F) are given personal invitations to attend class-specific tutorials. These are cataloged in a Wolverine Time Log that counselors monitor to check if students are taking advantage of the opportunities. Even though these logs are used for identified struggling students, ALL students may attend the tutorials to receive extra assistance. In addition to the set tutorial sessions, students may also attend free tutorials twice a week after school provided by our Peer Counselors.

The SWAG support group (Students With Academic Goals) is another vehicle for supporting our students. This is for students who need help with connections, attendance or behavior that is hindering their academic success. This group meets weekly with advisors and mentors.

3b. Students performing above grade level:

Westview's 4X4 schedule enables students who are above grade level more opportunities to accelerate their learning. Students may easily complete required coursework to graduate in three years, or take a full year's

worth of additional courses in the normal four years. Most of these extra courses are academic electives so students exceed graduation requirements in core subjects like math, science and English. Also, due to our open access policy in course selection, students may enroll in advanced courses as early as 9th grade. Westview also partners with Palomar Community College to offer higher education opportunities for our students above grade level. Students may take community college courses to meet high school requirements or to advance their learning in core subjects. Many of our students complete Calculus BC before senior year so we partner to offer further extension into Differential Calculus or Multivariable Calculus courses on our campus.

For students who excel academically there are also opportunities to share their learning with their peers. Peer Counseling provides peer mentorship and tutoring positions for our advanced students. Our Academic Success classes utilize student mentors and academic teaching assistants. Ninth and tenth grade Honors English classes use trained upperclassmen to work on writing skills for academic success. Our advanced students are encouraged to put their learning into assisting others.

3c. Special education:

Westview's students in Special Education have multiple supports. Core subject areas of science, math, English and the social sciences offer Collaborative classes in which a Special Educator and a General Educator co-teach to support ALL students in the room. Instructional aides are provided in some of these classes to work with the instructor(s) and to provide individual assistance to students. Special Education students may enroll in a Learning Strategies class for 88 minutes a day to get assistance with homework, organization and study skills. Case Managers also provide Wolverine Time support during the school day (tutorial). Our Special Education department also takes students on Community College tours to showcase postsecondary opportunities for students with disabilities.

3d. English Language Learners, if a special program or intervention is offered:

Westview's English Language Development (ELD) learners are supported at both the site level and through our district services. We use dedicated Instructional Aides in EL classes to individualize instruction. Westview's English and Math teachers are in training for incorporating specifically designed academic instruction in English (SDAIE) for all classes. This training is provided by our district and the state of California. The English Learner Advisory Committee holds meetings for parents and students to provide academic support, provide information regarding reclassification and answer any questions they have at any time. At the district level, there is a support center for all ELD students and families who need more assistance. There are dedicated tutors, free computer and printer access, and a central place to get more information.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Although a small portion of our overall population (8 total), Westview coordinates with the Youth In Transition (YIT) program at the district to support our students who are experiencing homelessness by removing barriers to academic success. One of our five counselors is assigned as our intervention counselor. This counselor has the smallest case load so that they can best support our "at promise" and YIT students. Specifically, the intervention counselor supports students in the YIT program by monitoring their academic progress, connecting them with mentors, and coordinating additional resources as needed. For example, we work with student services to provide students in the YIT program with gift cards to purchase clothes, supplies, food, and transportation (bikes, bus passes, etc). When necessary, we arrange for personalized tutoring that is separate from any other tutoring program.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Westview prides itself on having a welcoming and inclusive school culture. Our students take as much pride in the positive nature of our school as do the faculty and staff, with many ways to be involved. This begins in Homeroom where students from all four years come together and meet three times a week. More formally, our ASB oversees and organizes student-led activities, ranging from spirit weeks to mental health awareness to honoring of individuals and groups on campus. Westview’s robust Peer Counseling program provides opportunities for its members to learn how to outreach, how to use conflict resolution, and how to navigate mental health issues. They then provide services to the rest of the student body through welcoming tours, free tutoring sessions, meet and greets, and opportunities to pair up with someone just to talk and connect. Our Link Crew has over 80 upperclassmen who work with small groups of 9th graders beginning on the first day of school. They become their contact point and friendly face on campus. They continue to run activities for the freshmen throughout the year like football tailgates, and finals week “cocoa and cram” sessions. Even during the time when we were conducting school in a virtual environment, Link Crew still ran a virtual Freshman Orientation, checked in with the 9th graders periodically, and helped them navigate a very bizarre freshman year as a member of our school community.

The Westview Athletics Golden Leaders Program is an annual program to help teach, reinforce, and practice leadership traits. Each sport head coach nominates two individuals (10th or 11th grade) from their program who may have an influence in their program for the next couple of years. The student-athletes are led through a curriculum on being focused on others and using their leadership skills to be a positive influence within their programs and around campus. After the curriculum is complete the student leaders put on a lunch time unity basketball game for our entire campus to watch and cheer at that showcases our special needs students so they get to experience the energy and power of a sporting event where they are the focus, either as players, cheerleaders or the dance team.

Westview is an official No Place for Hate school. That philosophy is elemental to how we treat each other. The No Place of Hate Committee is entirely student-led and plans all activities to create a climate of respect and equity. Activities like “What’s in a name” and Identity mapping and Ending the R Word focus on awareness of the differences of others and our commonalities. Even during our Virtual year, the committee rolled these activities out to students and followed up through our homerooms. This climate of how we treat each other dovetails into our yearly Unity Days for our 10th graders in which student leaders and guest speakers work with our sophomores through workshops and activities to understand and connect with each other. On our senior exit surveys, this experience is often highlighted as one of the most impactful during their Westview career.

2. Engaging Families and Community:

Westview recognizes that parents and families also need to navigate the high school experience. Our learning platform for our classes (Canvas) is accessible for parents, too, so they can be informed of what is expected of students and of the progress of their children. Our counseling department runs workshops for parents starting with 8th grade parent night. They continue to keep parents informed through optional meetings concerning their students’ four-year plans and academic goals as they progress toward graduation. Our counseling staff also provides College and Career Nights, College Application workshops and Financial Aid Nights to help parents understand the application process.

The Westview PTSA (Parent, Teacher, Student Association) involves our families and community through programs and speakers centered around careers. These have included panels and workshops centered around Architecture and Design, Government and Service and Psychology and Behavioral Health Professions. Our community members, in collaboration with area high school principals, also run a series of interactive workshops entitled, What I Wish My Parents Knew. These involve monitored student panels that lead conversations and answer parent questions about topics such as managing stress and anxiety, the challenges of social media, and establishing guardrails for teens. More than 6000 parents in our surrounding

communities have attended these workshops in the last ten years.

Westview also values the contributions that families, businesses and our community can make to enhance the school experience. Our award-winning Robotics program is entirely led by members of our community who volunteer their time to teach students the nature of robotics, but also grant writing, publicity, how to work in teams, goal setting and leadership skills. Our Broadcast Journalism class has coordinated with our local PBS station to mentor students and provide hands-on experience in the professional field.

Our community has been heavily involved in our work on racial equity and inclusion. We have engaged in conversations with our parents and our students to foster trust and to build relationships focused on improving our work in those areas. This has led to more open communication and to changes in both curriculum and resources.

3. Creating Professional Culture:

Westview values the professionalism of its faculty and staff. Teachers are empowered and trusted to make curricular decisions in a collaborative environment. A majority of our time devoted to Professional Development (75%) is teacher-led and organized. Our teaching staff works in Professional Learning Communities where they share teaching strategies, assessment plans and data collected. During the pivot to distance learning and hybrid teaching, this reliance on each other for strategies and ideas was especially important.

The Poway Unified School District also promotes professional growth and encourages the continual improvement of our staff. Teachers are able (and encouraged) to organize and seek out workshops and readings that will enhance our skills and approaches. These range from how to utilize new technology, to incorporating rhetorical strategies, to reading the latest research on equity in grading practices. All of these opportunities are tied to implementation in the classroom. Some of these professional growth opportunities are curriculum based, but others enable our staff to work across disciplines in a broader context to impact the entire school community. Staff is currently exploring the Voyager Program, which builds teacher capacity around the areas of blended learning - flexible learning environments, a balanced approach of purposeful technology integration, and meaningful feedback to support student-centered learning opportunities. Teachers are rethinking classroom practices and how to integrate technology devices to engage student learning in a 21st-century classroom environment. The work to create a more effective school continues.

Westview's classified staff are also provided opportunities for improving performance and morale. Through our Classified Learning Cooperative, they choose topics for professional development that are relevant to the work and that are created and facilitated by other classified staff. They are treated as professionals who are important to the success of our students and school community. So they, too, need to continually grow in their profession.

4. School Leadership:

Westview's administrative team, the Principal and three Assistant Principals, aims to cultivate shared decision making as it pertains to the school culture and climate. Although this team works collaboratively to promote innovation and foster an inclusive and supportive environment, they do not work alone. The leadership structure is one that encourages teachers and staff to step into one of many leadership roles. Central to this structure is the Leadership Cadre composed of Academic Department Chairs, a Counselor, a Classified Staff representative, the ASB Director, the Assistant Principals, and the school's Principal. All members have equal voice and are encouraged to raise agenda items that impact either their department or our entire campus. Initiatives are first discussed among this group, and then the Cadre Leaders are asked to talk among their departments to gather essential feedback before any initiative is enacted.

Additional ad hoc committees offer more staff opportunities to provide their leadership voice to address school wide changes, systems, and culture. We currently have committees for Intervention/Positive Behavior Intervention Systems, Diversity and Equity, and Staff Roles and Responsibilities, among others. In
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addition, the state of California initiated a new policy that will change the start time of our school. Recognizing this as an opportunity to re-evaluate our bell schedule, Westview surveyed key stakeholders (staff, students, and parents) and then convened a committee to review all of the data and recommend a revised schedule. If a staff member desires a leadership voice, then Westview has an opportunity for them.

The administrative team maintains an open door policy for all stakeholders to have opportunities to share their own insights, suggestions, and/or creative ideas. Building trust among our community is at the forefront of all of our interactions. Whether it be through one on one conversations, within our professional learning communities, with our Leadership Cadre, or in all staff meetings, we devote time for meaningful and purposeful conversations because developing and nurturing relationships matters to us.

Above all else, the school's administrative team strives to be visible to our students and staff by intentionally being present in classrooms. Once a week the administration team intentionally participates in Learning Walks in which they visit classrooms looking for evidence of our Theory of Action. After each visit, they share and discuss the many ways that our students and staff are authentically connecting with one another and make note of how this supports student learning and engagement. Each visit is followed by a check in with the teaching staff member, allowing for more opportunities to connect with one another.

5. Culturally Responsive Teaching and Learning:

In the past five years, Westview has heightened our focus on being a safe, equitable, supportive and culturally-aware community. All staff professional development has focused on building a more equitable school environment by providing education around topics such as understanding identity, stereotypes, and microaggressions. These lessons are then brought to students via homeroom lessons. Our classrooms are designated identity safe spaces. Students are honored with their preferred names and pronouns and we are a proud No Place for Hate school. Our Administrative team uses the Culturally Responsive Walkthrough Tool that was developed by the Equity Institute when they do their Learning Walks and assess classroom spaces and practices. This helps them to look for inclusive environments, trust and respect in the classroom and culturally responsive teaching practices. Specifically, they look for physical landscapes to include images, materials, and resources that reflect a wide range of diverse people and perspectives. As part of this effort, our grade-level English teams have re-evaluated the texts offered to students to ensure that they are culturally responsive and representative. Finding ways to represent a wide range of diverse people is modeled beyond the classroom walls as well. During Black History Month, Women's History Month, Asian American and Pacific Islander Month, and other celebratory months the school's website honors and celebrates historical figures from these communities. Our cultural clubs and organizations host activities in the school's plaza, guest speakers in classrooms and the theater, and panel discussions with prominent leaders. In the larger context, Westview's administrative team created a Hate/Harassment Reporting tool that has been the model for other schools in the district. This form is available to students, parents, and teachers to report incidents of hate and/or harassment.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Westview is a special place. We have strong academics, opportunities for students to explore their varied educational interests, robust participation in extracurricular activities and a professional and supported staff. But what makes all of this work is our focus on authentic connections. It is the foundation on which we were designed twenty years ago and which drives all of what we do.

The students are at the core of the authentic connections. In order for them to risk and grow, academically and socially, they need to trust that they are doing it in a safe place. They need to trust their teachers and their peers. We focus on building these positive relationships. We bolster this daily with as many points of connection for students as possible. This includes designed time like our homeroom where each student has a trusted adult who is their advocate for four years, or Wolverine Time that is designed for individual academic connections with staff but also to give a chance for students to build on relationships with staff already established in class. Our Wolverine Center is a place during the day where students can just hang out, do a puzzle, chat with peers, but also where they can easily access our counseling staff, peer counselors, student mentors and the school psychologist. It is a safe space.

It is important to us that students have a voice on campus and that they are listened to. They will grow academically and feel connected to the school community if they have buy-in that Westview is a great place to learn. So whether this is students expressing their needs of adopting new courses or incorporating differing voice and experiences in the reading material, or the idea that we need to have gender neutral bathrooms or barriers between urinals, Westview's response and actions to these issues cultivates that trust and gives a greater sense of belonging. There are open lines of communication and direct results. This creates a perpetuating cycle of pride in your school and in your work. This motivates students to even greater achievements.

These authentic connections even include faculty and staff. Before COVID-19 led to more social distancing, Westview held Lawn Chair Lunches on our plaza, when staff sat in the middle of campus together and just...connected. Students saw how staff were engaged together. Our Principal holds lunches once a month for new staff members so they are welcomed to our community and can connect. This carries over into how our staff then treats the students. Our PTSA holds an event twice a year in which students can recognize staff members who have impacted them (and vice versa). When students share their thoughts on exemplary staff members they do not just focus on academics. They more often voice how our staff is caring, kind, listens to students and gets to know them as real people.