



Summit View School

School Accountability Report Card
Reported for School Year 2005-06
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School Information	
School Name	Summit View School – Valley Campus
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SCHOOL DESCRIPTION

Summit View School offers comprehensive elementary, middle, and secondary school programs to students with learning disabilities. Summit View follows the scope and sequence of classes mandated by Los Angeles Unified School District and the California State Frameworks, and offers college preparatory classes that meet University of California and California State University requirements. This instructional plan encompasses best practices, which are based on current research. In addition to providing grade-level curriculum, Summit View implements intensive intervention in the areas of reading, writing, math, and study skills. Services are provided by teachers holding appropriate California credentials in the area of mild/moderate learning disabilities. In addition, related services are offered in the areas of counseling, speech and language therapy, occupational therapy, and adaptive physical education. Students have access to cutting-edge technology. Summit View has a thriving sports program and is a member of the California Interscholastic Federation. Summit View School is certified as a nonpublic school by the California State Department of Education and the Western Association of Schools and Colleges. Summit View admits students of average to above-average cognitive ability with specific learning disabilities and/or an eligibility of Other Health Impaired such as Attention Deficit Disorder. With regard to curriculum materials, Summit View utilizes programs and textbooks that have been adopted by the State of California and are in compliance with the Williams Legislation. Summit View is accredited by the Western Association of Schools and Colleges and the State of California.

MISSION STATEMENT

Summit View School is dedicated to educating young people with learning differences who possess average to superior intellectual capabilities. Recognizing the unique strengths, aptitudes, and natural gifts of each student, the program fosters academic growth, creativity, and a sense of mastery and accomplishment. A commitment to maximizing each student's potential and performance forms the foundation of the school's educational program.

STUDENT PROFILE

The profile of the student attending Summit View is a child of average or above average intelligence who has demonstrated difficulties in the acquisition of language skills (i.e., listening, speaking, reading, writing, reasoning, organizational or mathematical skills). His or her school experience traditionally results in failure, frustration, and low self-esteem. The National Institute of Child and Human Development and the Center for Learning Disabilities have confirmed that learning disabilities affect one in five children in the United States and that learning disabilities are the number one cause of illiteracy and school drop-out in the nation.

Students at Summit View have difficulties in the following academic areas:

- Spoken language: Delays, disorders, or discrepancies in listening and speaking
- Written language: Difficulties with reading, writing, and spelling.
- Arithmetic: Difficulty in performing arithmetic functions or in comprehending basic concepts
- Reasoning: Difficulty in organizing and integrating thoughts
- Attentional and Organizational skills: Difficulty in maintaining focus and organizing facets of learning such as time and materials management

OPPORTUNITIES FOR PARENT INVOLVEMENT

Summit View is privileged to have a dedicated Parent Association that generously contributes time and effort to enhance all aspects of the school program. The Parent Association organizes fund raisers such as the book fair, gift-wrap sale, the annual auction, and Bingo night that support various co-curricular and extra-curricular activities. Parents donate funds that are earmarked for special projects that augment curriculum, technology, field trips and the athletic program through the Annual Giving campaign. Summit View parents have assumed the responsibility of managing the school library. The Parent Association organizes Parent Lecture Series to disseminate the most current research and information regarding students with learning disabilities.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 7	16
Grade 1	0	Grade 8	22
Grade 2	2	Grade 9	26
Grade 3	3	Grade 10	32
Grade 4	6	Grade 11	23
Grade 5	8	Grade 12	22
Grade 6	15	Total Enrollment	175

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6%	White (not Hispanic)	78%
American Indian or Alaska Native	0.5%	Multiple or No Response	0%
Asian	0.5%	Students with Disabilities	100%
Filipino	0%		
Hispanic or Latino	15%		
Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5	6	1			11	1						
6	9	2			12	1			12	1		
2-4					8	1			11	1		
3-4												
4-5	11	1										
5-6									9	1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	15			12	13			12	14		
Mathematics	12	15			12	15			12	13		
Science	12	15			12	12			12	13		
Social Science	12	12			12	11			12	11		

SCHOOL CLIMATE

School Safety Plan

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

School-Based Behavior Management System

Philosophy:

Summit View School believes that children show the most growth in their academic and social skills when they are provided with a safe, structured, and consistent learning environment. The most effective method to achieve this goal is to provide the students with a consistent set of rules and behavioral expectations.

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

Behavioral Expectations:

Summit View believes that consistency throughout the school is the key to helping students understand and internalize what is expected of them. Each classroom at Summit View has a poster entitled "Classroom Expectations" for students to see as they enter the classroom.

Summit View takes a proactive approach to helping students improve their behavior and social skills through the use of a weekly social skills curriculum, a positive reinforcement system, and a behavior management system implemented by the staff and administration.

Social Skills Curriculum:

Summit View takes a multi-disciplinary approach to helping our students succeed both academically and socially. The teaching and clinical staff work together to provide a safe learning environment. The staff utilizes a social skills curriculum to help our students work on social areas that are typically difficult for students with learning. The clinical staff is available during the social skills lessons to help facilitate discussions.

Behavior Management:

Summit View emphasizes a positive behavior management system.

The Behavior Management system is designed to target behaviors that impede academic success in the classroom and reinforce positive behaviors.

The consequences for repeated infractions by the students are as follows:

Consequences for Inappropriate Behavior

- 1. Detention**
*Potential loss of privileges (Off campus lunch, sports, class trips)
- 2. Parent Involvement**
- 3. In-house suspension**
*Definite loss of privileges
- 4. Suspension**

Positive Reinforcement System:

Summit View believes that students experience increased motivation both in the classroom and in social settings when they are provided with consistent positive reinforcement from the staff. Summit View recognizes that it is often difficult for students with learning differences to attend to classroom expectations at all times and believes that each day is a fresh start for our students.

Summit View recognizes students who consistently show positive behavior and motivation to learn through Citizenship and Service Honors. Students are recognized for their social skills with a certificate presented by the Director of Summit View at a special assembly.

SUSPENSIONS

A student may be suspended for threatening, attempting, or causing physical injury to another person. Disrupting school activities or willfully defying the authority of school personnel may also result in suspension. A re-entry conference with an administrator takes place when a student returns to school after suspension. Summit View has zero tolerance for possession of controlled substances.

	2004-05	2005-06
Suspensions	18	11

SCHOOL FACILITIES

School facility conditions and Improvements

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

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

TEACHERS

Teacher Credentials

In 2005-2006, all Summit View teachers held either a clear credential in the area of mild-moderate learning disabilities or were enrolled in a credentialing program and had the appropriate credential to teach learning disabled students. By June 2007, 100% of our faculty will meet the No Child Left Behind Highly Qualified Teacher criteria.

Substitute Teacher Availability

Summit View contracts with Teachers on Reserve to provide substitute teachers when needed. In addition, a number of our instructional aides have passed the CBEST and have substitute credentials to cover teachers when they are absent. This system ensures familiarity and continuity for our students and causes the least disruption. We also call on regular substitute teachers that have taught

previously at Summit View or at similar schools for learning disabled students and are familiar with profiles of Summit View students and the specialized teaching strategies.

Designated Instructional Services Providers and Other Support Staff

Title	Number Assigned to School	Average Number of Students per Academic Counselor
Therapists	7	
Library Media Services Staff (paraprofessional)	2	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---

CURRICULUM AND INSTRUCTIONAL MATERIALS

Summit View offers a rigorous core curriculum that meets or exceeds the California state standards, In addition to academic subjects, co-curricular classes such as physical education, art, music, public speaking, drama, and study skills are offered. The elementary program includes grades 1 through 6 and is self-contained, with students working with the same teacher for academic subjects. The middle and upper school programs are departmentalized. The scope and sequence of classes in grades 7-12 follow the criteria specified in LAUSD’s Bulletin # M-56, Attachment B. This is based on the graduation requirements adopted and revised by the Board of Education on April 9, 2002. In addition to the minimum courses required for high school graduation, Summit View offers higher level courses such as Pre-Calculus, Chemistry, Physics, Astronomy, Environmental Science, Anatomy/Physiology, and Spanish 3. Summit View has an approved University of California A – G course list that enables our students to apply for admission to the U.C. system.

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 LAUSD approved textbooks list. In order to ensure that textbooks meet state standards, we purchase the California editions of textbooks when available.

At Summit View, 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 and an educational profile is developed for each student. The profile includes strengths, areas in need of improvement, academic goals, modifications, and specific strategies. An individualized program is developed that meets the student’s individual needs and leads to mastery of skills

LIST OF SUBJECT AREA COURSES BY GRADE LEVEL

Elementary

Grades 1-6 Language Arts, Math, Social Studies, Science, Art, Music, P.E

Middle

Grade 7 English, Math, Life Science, World Cultures, P.E., Elective

Grade 8 English, Math, Earth Science, American History, P.E., Elective

Upper

Grade 9 English, Intro. to Algebra/Algebra 1, Algebra 2, Physical Science, Life Skills/Health, P.E., Computer Literacy

Grade 10 English, Algebra 1/Intermediate Algebra, Algebra 2, Geometry, Biology, World History, P.E., Spanish 1

Grade 11 American Literature, Contemporary Composition, Algebra II/Geometry, Chemistry, U.S. History, Science Elective, Spanish I/Spanish II, Fine Arts

Grade 12 World Literature, Expository Composition Algebra 2, Geometry/Pre-Calculus, Math Elective, Government/Economics, Spanish II, Spanish III, Fine Arts, Physics, Science Elective.

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

RESEARCH-BASED LITERACY INTERVENTIONS

Summit View strives to provide balanced reading instruction that includes the four domains of reading: word identification, fluency, vocabulary, and comprehension. Students receive explicit, systematic instruction in phonemic awareness and phonics, intensive training to build vocabulary and use comprehension strategies. The elementary students receive basic reading instruction for at least 50 minutes per day. Starting in the fall of 2000, a reading class was instituted for the middle and upper school students. Students were grouped according to reading ability after a diagnostic reading placement test was administered. Summit View utilizes the following research-based reading programs recommended by the CalSTAT Literacy Institute, a project of the California Department of Education, Special Education Division. In the Spring of 2005, Summit View adopted Language! by Sopris West as our school-wide literacy intervention program. All teachers, including subject area staff, attended an intensive three day workshop to become certified in implementing the program. Students were administered the placement test and groups of no larger than 12 per class were created after evaluating test results.

LANGUAGE!

Summit View has implemented Language! (Sopris West) as our school-wide research based literacy intervention program. Language! is designed to teach students all the essential skills of reading, language comprehension, and composition in a cumulative, sequential curriculum. This research-based program provides the vital foundations that enable fluent reading to develop. Students are taught the basic orthographic, phonological and morphological processing skills that would unlock for them the mystery of print. They learn about sounds, spellings, and syllables in a systematic manner as they start on the road to becoming confident, independent readers.

REWARDS

REWARDS is a specialized reading program designed to teach intermediate and secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Students are taught to identify prefixes, suffixes, and vowel sounds to assist them in segmenting the word into manageable, decodable chunks. Twenty comprehensive teacher-directed lessons help reading deficient older students word recognition skills.

STEP-UP-TO-WRITING

This program helps students improve the writing skills with multisensory, classroom-proven teaching strategies and writing activities. Students are taught to write clear, organized paragraphs, reports, and essays. With *Step Up to Writing* students learn to break down the writing process into logical steps and transfer these skills in logic to longer multiparagraph essays and research reports. Most importantly, they learn the skills to prepare them for real-world writing.

READ NATURALLY

The Read Naturally program provides a method to improve reading fluency. Most struggling readers have fluency problems and they spend little time independently reading. The Read Naturally program combines three powerful strategies that accelerate reading development: teacher modeling, repeated reading, and progress monitoring. Using the software edition of the program, students work in the level of material appropriate for them at their own pace. Read Naturally has 17 levels, each containing 24, high-interest, nonfiction stories. Each story has key words, a prediction step, a passage, comprehension questions, and a retell step. Daily monitoring of student progress improves student achievement and facilitates the student's involvement in the learning process.

MULTISENSORY PHONEMIC AWARENESS PROGRAM.

A primary cause of decoding and spelling problems is weak phonemic awareness or the difficulty in identifying individual sounds and their order within words. The key to helping individuals develop phonemic awareness is the conscious integration of the three senses of hearing, seeing and feeling. In this program, students become aware of the mouth actions which produce speech sounds so they can feel sounds within words. They hear, see, and feel their physical characteristics and the contrasts between them. The program, which is appropriate for age levels ranging from elementary to adult, progresses from words containing two sounds to multisyllable words.

THE LEARNING STRATEGIES CURRICULUM

The Learning Strategies Curriculum focuses on how to learn and how to effectively use what has been learned. The strategies were designed to enable students with learning differences to cope with large amounts of information and to effectively demonstrate their knowledge in content area classes. The *Test-Taking Strategy* helps older students carefully read and focus on important elements in the test instructions, recall information by accessing mnemonic devices, systematically and quickly

progress through a test, make well-informed guesses, check their work, and take control of the testing situation. The emphasis is on teaching adolescents and adults who struggle with learning. The *Concept Mastery Routine* is used to define, summarize, and explain a major concept and where it fits within a larger body of knowledge.

ASSISTIVE TECHNOLOGY

Summit View is committed to having their computer laboratories and libraries utilize the latest technology and equipment to bring our students competently into cyberspace. It is expected that Summit View students will be able to fully use the technology that is currently available in order to afford them the opportunity to become productive and independent participants in work, classroom, and leisure settings. Summit View has two twelve-station computer labs. In addition, all classrooms are equipped with one or more computers. The school purchased an LCD projector to give teachers the capability to demonstrate lessons to the class using the computer. This year, we added another class set of Alphasmart word processors that students can use to take notes, practice typing, and write compositions. Presently, we have 5 class sets available to students. The 9th grade Computer Literacy class meets daily in a computer lab. The English classes are regularly scheduled in computer labs.

Summit View has purchased a site license for EDoc, a shareware program that allows each student to have a folder on the server that they can access from any computer. This allows students to save their assignments in a central location and to retrieve their projects from any classroom or lab.

Summit View has also purchased site licenses for the following programs.

WYNN

This innovative software product reads printed text aloud to students in clear, synthetic speech. Pages from textbooks can be scanned into the computer and the appearance of the page modified to suit individual needs. Text can be enlarged, spacing between words, lines and characters can be changed, and the background color can be altered. Each word is spotlighted to provide simultaneous auditory and visual input. In addition, the student can highlight important passages, insert bookmarks and add written and spoken notes. In addition, WYNN features a word processor with word-prediction capabilities to accommodate written language difficulties. The program also includes study tools such as highlighting, a dictionary, and voice notes. The software has been installed on computers in the two computer labs.

INSPIRATION

Concept mapping is a process that has been widely recommended for studying content area material and for enhancing the writing process. *Inspiration* is a powerful computer program that teaches students to visually develop and organize their ideas. A single keystroke converts visual maps into structured outlines. The Outline view also enables students to quickly prioritize and rearrange ideas. Students are able to outline a textbook chapter that can later be used as a study guide. *Inspiration* facilitates excellent study strategies and actively engages students in the learning process.

MAVIS BEACON TEACHES TYPING

This typing tutorial teaching typing skills using entertaining games and adjusts to the student's skill level. It provides instant feedback on every exercise and generates individual reports.

EXTRACURRICULAR ACTIVITIES

Summit View recognizes that students with learning disabilities possess innate talents in the arenas of sports and fine-arts that need to be nurtured and developed. The athletic program has expanded significantly. Teams and sports have been added in the elementary, middle and upper school programs. Summit View belongs to the California Interscholastic Federation. The varsity baseball team beat all odds to reach the play-offs in the 2005-2006 season.

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

The following list illustrates the variety of extracurricular activities offered at Summit View.

- Sports Teams
 - Basketball
 - Baseball
 - Cross-country
 - Golf
 - Volleyball
 - Soccer
 - Flag Football

- Student Council
 - Student store
 - Student activities such as carnivals
 - Fundraisers
 - Dances
 - Spirit Days

- Clubs
 - Spanish Club
 - Art Club

- Community Service
 - Heal-the-Bay Beach Clean-up
 - Habitat for Humanity
 - Toys for Tots
 - Red Cross
 - Hurricane Katrina fundraiser
 - Support Our Troops food and supplies drive
 - Walkathon for Stroke Victims
 - Food Drive for local shelters
 - Valley Store Front holiday program for the aged

- Turning Point Homeless Shelter
- Beautification projects at local elementary school
- Outdoor Education
 - Senior Retreat
 - Astro Camp
 - Catalina
 - Joshua Tree
 - Colorado River
 - Wolf Camp
 - Elementary educational trips to Sacramento, San Diego and San Francisco
 - Junior/Senior educational trips to Europe and Central America
- Fieldtrips
 - California Science Center
 - Music Center
 - Reagan Library
 - Museum of Tolerance
 - Los Angeles County Museum of Art
 - Getty Museum
 - Page Museum / La Brea Tar Pits
 - Long Beach Aquarium
 - Local Missions
 - Local Historical Sights (Olivera Street)
 - Behind the Scenes Science Trip – Universal Studios
 - College Visits

Teacher Evaluation Process

Teachers and instructional aides are formally evaluated once a year by the director and assistant directors. In addition, administrators conduct informal 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.

CAREER PREPARATION AND VOCATIONAL TRAINING

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

Additionally, late in the 2005 – 2006 school year, students began completing an ability inventory as well. This information was combined with the interest inventory and discussed with the student in preparation for the IEP. All of the information is then disseminated to the parents and IEP team at the meeting and Vocational information is included as part of the discussion, formalizing the Transition Plan.

Summit View holds a “What comes after high school?” night three times each school year. Each night is geared to a specific grade level and addresses the planning issues relevant to that grade. Information is presented about all post-secondary options and community resources to ensure that all

students' needs are addressed. The school arranges for students to attend a College Fair and for college representatives to come on campus for presentations. Additionally, field trips are scheduled for students to visit different types of colleges. Examples are Cal State Channel Islands and Long Beach, UCLA, CSUN, Moorpark, Pierce College, Glendale Community College. Individual meetings are available to all students and their families with the transition specialist/college advisor and are held predominantly in the later high school years. Every student in the 2005 – 2006 senior class attended a 2 year or 4 year college.

In the 2005-2006 senior class, 90% of funded students passed the Language Arts portion of the CAHSEE and 75% passed the Math portion. The remaining students attended 2 weeks of CAHSEE boot camp, an intensive intervention program in language arts and math to increase their chances of passing the exam.

School Completion

Indicator	Result
Graduation Rate	100%

Measures	Percent of Graduates
Completed All Courses Required for University of California or California State University Admission	64%

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

CAHSEE RESULTS

	2005-2006
English/Lang. Arts	85%
Math	75%

The above percentage is significantly higher than the passing rate for special education students in the State of California which is 36% (source: HumRRO, 2006)

Instructional Minutes

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

Grade Level	Instructional Minutes Offered
K	N/A
1	N/A
2	55,900
3	55,900
4	55,900
5	55,900
6	55,900
7	55,730
8	55,730
9	55,730
10	55,730
11	55,730
12	55,730

Instructional Days

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

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

Professional Development

Minimum days are scheduled once every month for staff development. In the 2005 – 2006 school year, the following topics were addressed during teacher-training workshops:

- Aligning lessons and IEP goals to California State Content Standards
- Effective Communication with Parents
- Accommodations to Help Students Access the Curriculum
- Language Literacy Intervention
- Implementing Positive Behavior Management
- Writing objective reports and comments
- Explicit study skills instruction
- Teaching Writing Across the Curriculum
- Neurodevelopmental Constructs and Application in the Classroom
- Developing Learning Profiles