



Summit View Westside

School Accountability Report Card
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School Information	
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SCHOOL DESCRIPTION

Summit View West 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.

Summit View's newest addition, Westview is a supportive, structured educational program for students with academic potential who may struggle with emotional challenges, learning differences, attention issues and/or high functioning Autism Spectrum Disorder. This WASC-accredited college preparatory program serves motivated students of average to superior intellectual ability who are underachieving in traditional school settings and could benefit from a more personalized, therapeutic academic approach. We have found that students previously considered to be failures often respond successfully to a positive program with instruction geared to their actual functioning level. Academic and social tasks are planned to promote success, increase self-esteem and promote motivation. Students are encouraged to experience personal satisfaction in their own achievements. We seek to integrate the best of a traditional education experience with an atmosphere of behavioral structure, program flexibility, positive reinforcement and individualization. For many students, both Summit View School and the Westview program provide the first positive experience they have had with school.

MISSION STATEMENT

Summit View School and the Westview program are 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

Students enrolled in the Westview program have difficulties in the following areas:

- Attentional issues: ADD and ADHD
- Executive functioning skills: Difficulty with organization and time management
- Mild emotional difficulties and motivational concerns

- Learning Disabilities: Including difficulties with reading, written language, and/or mathematics
- Social Skills

OPPORTUNITIES FOR PARENT INVOLVEMENT

Summit View West and the Westview program are privileged to have a dedicated Parent Associations that generously contributes time and effort to enhance all aspects of the school program. The Parent Associations organize fund raisers such as the book fair, gift-wrap sale, the annual gala/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. The Parent Associations organize Parent Lecture Series to disseminate the most current research and information regarding students with learning needs.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 7	13
Grade 1		Grade 8	24
Grade 2		Grade 9	35
Grade 3	1	Grade 10	32
Grade 4	5	Grade 11	40
Grade 5	8	Grade 12	53
Grade 6	5	Total Enrollment	216

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	17	White (not Hispanic)	64.5
American Indian or Alaska Native	0.5	Multiple or No Response	
Asian	3.5	Students with Disabilities	100
Filipino			
Hispanic or Latino	14.5		
Pacific Islander			

Distribution by Gender

Girls	34.5%
Boys	65.5%

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	2014 – 2015			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	7	1		
3-5	14	1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-2015			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	11	21		
Mathematics	10	29		
Science	11	21		
Social Science	10	21		

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 site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. Teachers are aware of lock-down procedures and procedures for requesting immediate assistance.

School-Based Behavior Management System

Philosophy:

Summit View School and the Westview program believe 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 School and the Westview program 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. We believe 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 of 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.

All students enrolled in the Westview program are expected to respect the rights of others. This includes speaking courteously to each other and following all school rules. Westview has strict policies regarding bullying, sexual harassment and prohibited items.

Westview administrators seek to enhance each student's unique behavioral strengths and coping skills while minimizing negative behavioral incidents. Behavior management and counseling staff work together to support our students emphasizing both consistency and positive reinforcement.

Social Skills Curriculum:

Summit View and Westview take 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

Our belief is that discipline, when required, should be an educational process. Consequences are imposed to help students develop individual responsibility, self-discipline, respect for the rights of others, and to protect the rights of members of the school community.

Before a consequence is imposed, effort will be made to inform the student of the behavior infraction for which they are receiving a consequence and the basis for any disciplinary action. Consequences are given based on principles of equal and fair treatment, however will also take into account students' individual needs and the circumstances of each case. Also, the gravity of the offense as well as the frequency of occurrence may determine the severity of the consequence.

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

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

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

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

A record of all infractions and assigned consequences will be maintained.

Failure to comply with the terms of any consequence may result in further disciplinary actions.

Furthermore, habitual violations of behavior standards may result in re-evaluation of the appropriateness of Summit View School as the best placement for that student.

When appropriate, a student's therapist may be informed of the rule violation so that the behavior can be dealt with in a therapeutic manner and preventative self-monitoring can be practiced. Where no therapist is on-site, the administration will work with the student to institute preventative measures of monitoring behavior.

Westview Program Behavioral Policy

Some students come to Westview with a history of behavioral problems. Traditional methods of discipline have been unsuccessful with them. In some cases, traditional methods have in fact made behavior worse. Reasons for their disruptive behavior vary. It is important, therefore, that discipline is "constructive" rather than "punitive" and that it addresses individual needs.

Therapeutically, we set clear and concise limits which are consistently monitored and enforced by each staff member. At the same time, we maintain individual behavior management programs for each student consistent with his/her IEP goals along with a school wide behavioral system. Our goal is that, through a highly structured program of individual behavior management and discipline, the student will internalize the expectations of our system and develop a sense of personal responsibility while increasing self-control.

In order to motivate the student in the direction of internalizing appropriate social behavior, we use a system of positive reinforcers. The appropriate behaviors are spelled out within the expectations associated with our Levels System. Students are rewarded positively by moving up the levels when they show mastery of the behavior within each level. These rewards are characterized by increasing privileges for a corresponding increase in self-control and responsibility. The greater sense of responsibility the student attains the more control he/she has over increasing positive rewards

Detention Policy

When a Summit View student is assigned detention for a behavior infraction, effort will be made to verbally notify the student of their infraction and consequence immediately. The student will also receive a written reminder of the detention from the main office. Infractions that occur before 12:00 (MS/HS) or 11:00 (ES) will result in a lunchtime detention that same day. Infractions that occur after 12:00 (MS/HS) or 11:00 (ES) will result in a lunchtime detention the very next day.

Students serving detention must go directly to the detention room. Students who order hot lunch will not be issued their lunch ticket. Rather, a designated individual will deliver the lunch to the detention room.

To fulfill the detention, the student must:

1. Be on time!
2. Sit/Work/Eat lunch quietly
3. Complete work/task assigned as part of the detention
4. Leave only when instructed

An unfulfilled detention will result in make-up detention the following day. Three (3) detentions, either due to multiple infractions or unfulfilled detentions, will result in a higher level of consequence. This

may include, but is not limited to: before or after school detention, work service, parent conference, loss of privileges.

Westview students may be assigned detention for behavioral infractions, excessive tardies, and significantly overdue homework. Our students often come to us with a history of struggling to get homework in on time. This system is designed to identify students in need of support before they are so significantly behind that it is impossible for them to catch up.

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.

For students who are disabled, the law requires additional procedures and considerations. When a student who receives special education services is suspended, school staff must determine if an IEP meeting is needed to create a Behavior Support Plan (BSP) or to review and modify an existing BSP to organize more targeted behavioral instruction and to prevent the recurrence of the misconduct. Continued misconduct resulting in suspension will require an IEP meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services.

WESTVIEW ON-CAMPUS SUSPENSIONS

For certain infractions, Westview students may serve On-Campus Suspension in the Assistant Dean's Office. This type of suspension can last anywhere from a portion of a period to one or more days. While in On-Campus Suspension, students are expected to complete schoolwork and not interact with other students.

Students may be given On-Campus Suspension for the following reasons:

- A) Return to school after a suspension or truancy.
- B) Provoking negative behavior in others.
- C) Removal from class or lunch period for disruptive behavior.
- D) Walking out of class without staff permission.
- E) Inappropriate language, gossip, or teasing of others.
- F) Use of graffiti, gang signs and dress or language.

SCHOOL FACILITIES

School facility conditions and Improvements

Summit View School and the Westview program maintain 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 * add grid

In 2014-2015, all Summit View School and the Westview program teachers met the No Child Left Behind Highly Qualified Teacher criteria.

Substitute Teacher Availability

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

Designated Instructional Services Providers and Other Support Staff

Title	Number Assigned to School	Average Number of Students per Academic Counselor
Therapists	10	
Occupational Therapy	1	---
Nurse	1	---
Speech/Language/Hearing Specialist	2	---

CURRICULUM AND INSTRUCTIONAL MATERIALS

Summit View and the Westview program offer 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 at Summit View West 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 at Summit View School and the Westview program are departmentalized. The scope and sequence of classes in grades 7-12 follow the criteria specified by the funding district. In addition to the minimum courses required for high school graduation, Summit View and the Westview program offer higher level courses such as Pre-Calculus, Calculus, Statistics, Chemistry, Physics, and Spanish 3. Summit View and the Westview program have 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 district approved textbooks list. In order to ensure that textbooks meet Common Core standards, we purchase the California editions of textbooks when available.

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

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, Pre-Algebra/Algebra 1, Geometry, Algebra 2, Physical Science, Environmental Science, P.E., Computer Literacy, Art, ASL 1, Spanish 1, Health, Drama, Music

Grade 10 English, Algebra 1, Algebra 2, Geometry, Biology, World History, P.E., Spanish 1 or 2, ASL 1 or 2, Art, Music, Drama

Grade 11 American Literature, Contemporary Composition, Algebra I, Algebra 2/Geometry, Chemistry, U.S. History, Science Elective, Spanish I/Spanish 2, Fine Arts, ASL 2, Consumer Math, Physics, Art, Music, Drama, P.E

Grade 12 World Literature, English Literature, Expository Composition, Algebra 2, Pre-Calculus, Calculus, Statistics, Math Elective, Government/Economics, Spanish 1, 2 or 3, Fine Arts, Physics, Chemistry, Science Elective, Senior Seminar, Health, ASL 2, Art, Music, Drama, P.E.

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

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. Upper and middle school students have reading and math labs to reinforce basic skills. Summit View utilizes research-based reading programs recommended by the Cal STAT Literacy Institute, a project of the California Department of Education, Special Education Division. All teachers, including subject area staff, have been trained in the Language Literacy Program and the Wilson Reading System.

THE WILSON READING SYSTEM

The Wilson Reading System is a direct, multisensory, approach that teaches students the structure of words. Through a carefully sequenced 12-step program, they master decoding and spelling. Students work from sounds to syllables, and words to sentences, by hearing sounds, manipulating color-coded sound, syllable and word cards, and performing finger-tapping exercises. The program is organized around the six syllable types and allows students to learn cumulatively and systematically.

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 multi-paragraph essays and research reports. Most importantly, they learn the skills to prepare them for real-world writing.

READ NATURALLY LIVE

The Read Naturally Live interactive program provides a method to improve reading fluency. Most struggling readers have fluency problems and they spend little time independently reading. The Read Naturally Live program combines three powerful strategies that accelerate reading development: teacher modeling, repeated reading, and progress monitoring. Using the web-based edition of the program, students work in the level of material appropriate for them at their own pace. Read Naturally Live has 19 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 multi-syllable words.

EXTRACURRICULAR ACTIVITIES

Summit View and the Westview program recognize that students with learning differences 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 and the Westview program belong to the California Interscholastic Federation.

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 and Westview.

- CIF Sports Teams
 - Basketball
 - Baseball
 - Cross-country
 - Golf
 - Volleyball
 - Soccer
- Student Council
 - Student activities such as bake sales, student store and carnivals
 - Fundraisers
 - Dances
- Clubs
 - Science Club
 - Computer
 - Yearbook
 - Coffee Corner Poetry & Writing Club
- Community Service
 - Thanksgiving Food-Drive
 - Fundraiser for Disaster Relief
 - Heal-the-Bay Beach Clean-up
 - Clothing Drive
 - Collecting School Supplies
 - Food Drive for local Shelters
 - Sponsored Sports Activities fundraiser for Children's Hospital
 - Holiday Program at Old Age Home
 - Relay for Life
 - The Lange Foundation
 - Super Saturday
 - Midnight Mission
- Outdoor Education
 - Senior Retreat
 - Camp Whittier

- Catalina
- Joshua Tree
- Colorado River
- Wolf Camp
- Junior/Senior educational trips to Europe
- Fieldtrips
 - California Science Center
 - Los Angeles County Museum of Art
 - Getty Museum
 - Page Museum / La Brea Tar Pits
 - Long Beach Aquarium
 - Local Missions
 - Local Historical Sights (Olivera Street)
 - L.A. Library (Downtown)
 - Santa Monica Bay
 - College Visits
 - Special Exhibits (e.g. Ashes & Snow, King Tut)
 - Shakespeare in the park
 - Senior Sacramento trip

Teacher Evaluation Process

Teachers and instructional aides are formally evaluated once a year by the Head of School and Principal. 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 and Westview students 14 years or older as part of their IEP process. The process begins with students completing an interest inventory and a teacher-initiated interview with each student. During this interview, the results of the inventory are discussed as well as student strengths as related to their interests.

Additionally, students began completing an ability inventory as well. This information 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 four times each school year and a Transition to High School Night for 8th grade families. 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. Westview conducts similar grade level meetings twice annually for 11th and 12th graders and annually for 9th-10th graders. The school arranges for students to attend a College Fair and for college representatives to come on campus for presentations. 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. In 2014-2015, 91% of the senior class attended a 2 year or 4 year college.

In the 2014-2015 Summit View senior class, 81% of funded students passed the Language Arts portion and 81% passed the Math portion of the California High School Exit Exam. During that same year the passage rate for Westview seniors was 86% for the Language Arts portion and 86% for the Math portion of the CAHSEE.

School Completion

Indicator	Result
Graduation Rate	100%

Instructional Minutes

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

Grade Level	Instructional Minutes Offered
1	n/a
2	n/a
3	55,900
4	55,900
5	55,900
6	55,900
7	55,730
8	55,730
9	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 2014 – 2015 school year, the following topics were addressed during teacher-training workshops at Summit View:

- Writing ITPs and Transition Goals
- Integrating Organization and Study Skills in Lessons
- Scope and Sequence for Transition Skills
- Common Core Standards and IEP Goals
- Aligning Curriculum to Common Core Standards
- CLOSE Reading and Critical Thinking
- Tracking Progress to measure School-Wide Achievement
- Integration of iPads in Daily Lessons
- Effectively Responding to Crisis Situations
- Creating a Positive School Climate

During the 2014 – 2015 school year, Westview also held regularly scheduled professional development workshops for its staff addressing the following topics:

- Remediation of Specific Learning Disabilities
- Autism Spectrum Disorder
- Educational Software
- CPR
- Team Building Skills
- Curriculum Development
- Psychological Disorders (i.e. personality disorders, OCD, etc.)
- Teaching Critical Thinking Skills
- Behavior Management
- Teaching Executive Functioning/Study skills
- Writing Standards-based, Measureable IEP Goals and Objectives and Assessing Progress