



Summit View School

School Accountability Report Card
Reported for School Year 2017-18
Published During 2018-19

School Information	
School Name	Summit View School – Valley Campus
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CDS Code	1964733-7093487

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 common core 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 National 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 Education 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	13
Grade 1	1	Grade 8	33
Grade 2	0	Grade 9	18
Grade 3	3	Grade 10	24
Grade 4	4	Grade 11	19
Grade 5	5	Grade 12	25
Grade 6	15	Total Enrollment	160

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	8%	White (not Hispanic)	65%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	11%	Students with Disabilities	100%
Filipino	0%		
Hispanic or Latino	16%		
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	2017-18			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	12	1		
1-4	12	1		
3-4				
4-5				
5-6	12	1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12	11		
Mathematics	12	11		
Science	12	11		
Social Science	12	11		

Distribution by Gender

Girls	32%
Boys	68%

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 check in with the guard for access. 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 to assist with social skills lessons.

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 Head of School 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 a suspension when students are asked to stay home. Summit View has zero tolerance for possession of controlled substances. Every effort is made to provide in-house suspensions so that students do not miss out on direct instruction.

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 onsite 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 2017-2018, all Summit View teachers had the appropriate credential to teach learning disabled students. 100% of our faculty met the No Child Left Behind Highly Qualified Teacher criteria.

Substitute Teacher Availability

Instructional aides who 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	6	
Library Media Services Staff (paraprofessional)	1	---
Nurse	1	---
Speech/Language/Hearing Specialist	2	---

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 by the funding district. 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 instruction in a small group setting that addresses the specific deficits and diverse learning styles. In elementary school, intensive reading and math remediation is emphasized. Through diagnostic testing, a student's level of performance is determined and intervention begins at the breakdown point. In middle school, students continue to receive intensive reading instruction in addition to their core curriculum. The high school students benefit from a reading and math lab that is built into their daily block schedule. This affords students the opportunity for continued growth in these areas of need.

In addition to Summit View's rigorous curriculum, middle and high school students attend Reading and Math Lab 4 days a week to work on improving and maintaining reading and math skills. In addition, students also attend Eagle Period which is a time to work on time management, study skills, presentation skills, and other executive functioning 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, Geometry, Physical Science, Life Skills/Health, P.E., Computer Literacy, World Geography, Ancient World History

Grade 10 English, Algebra 1, Algebra 2, Geometry, Biology, World History, P.E., Spanish1, ASL1

Grade 11 American Literature, Contemporary Composition, Algebra 2/Geometry, Chemistry, U.S. History, Science Elective, Spanish I/Spanish II, ASL II, Fine Arts

Grade 12 World Literature, Expository Composition, Algebra 2, Pre-Calculus, Math Elective, Government/Economics, Spanish II, Spanish III, ASL II, 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. Upper and middle school students have reading and math labs to reinforce basic skills. Summit View utilizes research-based reading programs recommended by the CaSTAT 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.

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.

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 teach reading-deficient older students word recognition skills.

STEP-UP-TO-WRITING

This program helps students improve their writing skills with multisensory, classroom-proven teaching strategies and writing activities. Students are taught to write clear, organized paragraphs, reports, and essays through a systematic scope and sequence. With *Step Up to Writing* students learn to break down the writing process into logical steps and transfer these skills to create 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 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 three twelve-station computer labs. In addition, all classrooms are equipped with one or more computers. The school purchased Smart Boards to give teachers the capability to demonstrate lessons to the class using the computer. The Smart Boards also allow students to interact with the curriculum providing an additional multi-modal experience. We also have class sets of iPads and Netbooks that students can use to take notes, practice typing, practice skills and write compositions. The 9th grade Computer Literacy and high school Graphic Design class meets daily in a computer lab. The English classes are regularly scheduled in computer labs.

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 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
 - Softball
 - Soccer
 - Flag Football

- **Student Council**
 - Student store
 - Student activities such as carnivals
 - Fundraisers
 - Dances

- **Clubs**
 - Graphic Design Club
 - Garden Club
 - Dance Club
 - Gay/Straight Alliance
 - Ping Pong Club
 - Craft Club

- **Community Service**
 - Heal-the-Bay Beach Clean-up
 - Habitat for Humanity
 - Toys for Tots
 - Red Cross
 - Shriner's Hospital
 - Support Our Troops food and supplies drive
 - Food Drive for local shelters
 - Valley Store Front holiday program for the aged
 - Turning Point Homeless Shelter
 - Beautification projects at local elementary school
 - LA Family Housing
 - Penny Lane Family Centers
 - Tree People

- **Outdoor Education**
 - Senior Retreat
 - Astro Camp
 - Apple Canyon
 - Camp Whittier
 - Joshua Tree
 - Colorado River
 - Wolf Camp
 - Pali Camp
 - Senior educational trips to Europe

- **Fieldtrips**
 - California Science Center
 - Music Center
 - Reagan Library
 - Museum of Tolerance
 - Natural History Museum
 - Shakespearience

- Theatricum Botanicum
- Los Angeles County Museum of Art
- Getty Museum
- Page Museum / La Brea Tar Pits
- Local Historical Sights (Olvera 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 Head of School and principals. 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, students complete an ability inventory as well. This information is 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. 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, Mount Sierra, Moorpark, Pierce College, Glendale Community College and Woodbury University. Individual meetings are available to all students and their families with the transition specialist/college advisor and are held predominantly in the later high school years.

School Completion

Indicator	Result
Graduation Rate	92%

Measures	Percent of Graduates
Completed All Courses Required for University of California or California State University Admission	92%

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	N/A
3	55,900
4	55,900
5	55,900
6	55,900
7	55,730
8	55,730
9	64,800
10	64,800
11	64,800
12	64,800

Instructional Days

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

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

Professional Development

Minimum days are scheduled once every month for staff development. In the 2016–2017 school year, the following topics were addressed during teacher-training workshops:

- Assistive Technology
- Common Core Standards and IEP Goals
- Aligning Curriculum to Common Core Standards
- Reading
- Classroom Management
- Executive Functioning
- Effectively Responding to Crisis Situations
- Creating a Positive School Climate
- Social and Emotional Learning