



School Accountability Report Card
Reported for School Year 2019-2020
Published During 2020-2021

School Information	
School Name	Summit View School – Valley Campus
Head of School	Keri Borzello
Street	6455 Coldwater Canyon Ave.
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Web Site	http://www.summitview.org
CDS Code	1964733-7093487

SCHOOL DESCRIPTION

Summit View School offers comprehensive elementary, middle, and secondary school programs to students with learning disabilities. Summit View School 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 School 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, and occupational therapy. Students have access to a wide range of technology. Summit View School 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 School 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 School utilizes programs and textbooks that have been adopted by the State of California and are in



compliance with the Williams Legislation. Summit View School 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 School 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 School 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 School 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 fundraisers such as the book fair, gift-wrap sale, the annual gala, 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. Parent Education opportunities are organized by school personnel.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 7	13
Grade 1	0	Grade 8	19
Grade 2	0	Grade 9	20
Grade 3	7	Grade 10	24
Grade 4	6	Grade 11	16
Grade 5	11	Grade 12	20
Grade 6	13	Total Enrollment	149

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	7%	White (not Hispanic)	64%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	8%	Students with Disabilities	100%
Filipino	2%		
Hispanic or Latino	19%		
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	2019-2020			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6	12	1		
2-4				
3-4	12	1		
4-5	12	1		
5-6				

Average Class Size and Class Size Distribution (Secondary)

Subject	2019-2020			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12	13		
Mathematics	12	13		
Science	12	13		
Social Science	12	13		

Distribution by Gender

Females	30%
Males	70%



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, Discrimination and 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.

SUMMIT VIEW SCHOOL BEHAVIOR MANAGEMENT

Philosophy

Summit View School believes that children show the most growth in their academic and social development when they are provided with a safe, structured, and consistent learning environment. The most effective method to achieve this goal is to provide students with a consistent set of rules and behavioral expectations, focusing on the positive, while still addressing problematic and challenging behaviors, within a nurturing community environment.

Summit View School's 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 School 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 behaviors, and academic success.

School-wide Positive Behavior Intervention and Support (SWPBIS) nurtures a culture of discipline based on positive behavior interventions. Positive behavior interventions are systems approaches to create individualized behavior supports needed for the social, emotional, and academic success of our students. Research indicates that effective discipline systems focus on positive and proactive strategies and solutions to prevent disciplinary issues.

There are a variety of different levels of expectations within the school community that outline global behavioral targets, as well as more specific expectations at the class level, as well as the individual level, on an as needed basis.



School-wide expectations include everything from general expectations about behavior, to more specific policies about dress-code and phone use etc. Different plans are in place to help support students who are struggling with specific aspects of the expectations, as well as rewards that can be earned. These plans will include: teaching school rules/expectations, fostering social-emotional learning, reinforcing appropriate student behaviors, using positive and effective classroom management strategies, and nurturing supportive peer relationships.

Continuous evaluations and monitoring will ensure that these interventions and supports are being carried out in a fair, non-discriminatory, and culturally responsive way.

Rationale

Students at Summit View School are provided with appropriate behavior interventions and supports that ensure they have access to their education, as protected under state and federal law.

Behavior Management Plan

The following includes requirements with regard to behavioral supports for students with IEPs, as outlined by the U.S. Department of Education:

1. IDEA requires IEP teams to consider the use of behavioral interventions and supports for student with disabilities whose behavior interferes with their learning or the learning of others.
2. When a student displays inappropriate behavior, this may indicate that behavioral supports should be included in the student's IEP; this is especially true when the student displays inappropriate behavior on a regular basis or when the behavioral incidents result in suspensions or other disciplinary measures that exclude the student from instruction.
3. If a student displays inappropriate behavior despite having an IEP that includes behavioral supports, this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the student. In these situations, the IEP team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.
4. IDEA requires that needed behavioral supports in the IEP, whether provided as special education or related services be based on peer-reviewed research to the extent possible. The supports chosen should be individualized to the student's needs.



5. In addition to behavioral supports for student with disabilities, it may also be necessary, and consistent with IDEA requirements, to provide supports for school personnel and training on the use of behavioral interventions and supports in order to appropriately address the behavioral needs of a particular student.
6. While providing individualized behavioral supports to students with disabilities who need them through the IEP process is required as part of IDEA, research has shown that these supports are typically most effective when they are delivered within a school-wide evidence-based multi- tiered behavioral framework that provides all student with clear expectations. This aligns Summit View School's School-Wide Positive Behavior Intervention and Supports (SW-PBIS) policy.
7. Parents have the right to request an IEP team meeting at any time.
8. Parents may want to request an IEP team meeting following disciplinary removal or changes in the student's behavior that impede the student's learning or that of others, as these likely indicate that the IEP may not be properly addressing the student's behavioral needs or is not being properly implemented.
9. In the event of a behavior emergency, Summit View School will follow procedures under EC §56521.1 and EC §56521.2. In addition, if necessary, the clinical team, who are CPI trained, will be called to assist in any situation.

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 (limited basis).* 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 campus for a specified period of time. . Conditions may be placed on a student's return to the classroom/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.
- *Think Sheet.* A reflective paper speaking to one's behavior and corrective actions going forward.

A record of infractions and assigned consequences will be maintained via incident reports. 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.

GUIDELINES FOR STUDENT SUSPENSIONS

Policy Situations may arise that require a response to student misconduct. Suspension will be utilized when other means of correction have not worked to bring about change to the behavior and/or when safety is compromised. Before suspension, Summit View and Summit View West will implement the School-Wide Positive Behavior Intervention and Supports (SW-PBIS) that are age appropriate and designed in a tiered manner.

Guidelines

Suspension: Removal of a student from ongoing instruction for adjustment purposes. A student may be suspended from one class or all classes and still remain in school during the period of suspension as a Recoupment Opportunity if the student is appropriately supervised and instructed.

School Administrators, whenever possible, will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. Summit View and Summit View West Schools will monitor student behavior with the use of regularly updated discipline records, provide data driven interventions to continually improve student behavior, and develop solutions and strategies to effectively address student behavior.

Alternatives to Suspension: Responses that are age appropriate and designed to address and correct the student's specific misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct.

1. The principal of each school must ensure that expectations of student behavior and discipline policies are communicated to staff, parents, and students at the beginning of each school year and to all newly enrolled students and their parents at the time of enrollment in the school.
2. It is the responsibility of school administrators to develop procedures for implementing alternatives to suspension at their school sites, including any and all interventions. Pursuant to E.C. Section 48911.2 (a), schools with out-of-school suspension numbers that exceed 30% of their enrollment from the previous school year shall consider implementing alternatives to suspension.
3. Before imposing a suspension, including in-school suspension, for student misconduct, the administrator will consider on-site remedial measures, resources, and interventions that address the needs of the student.
4. Prior to issuing a suspension, a discipline referral must be created and parents and districts must be notified.

Grounds for Suspension	A pupil shall not be suspended from school or recommended for expulsion unless the principal of the school determines that the pupil has:
California Education Code Section 48900 et seq.	<p>(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.</p> <p>(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal.</p> <p>(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</p> <p>(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</p> <p>(e) Committed or attempted to commit robbery or extortion.</p> <p>(f) Caused or attempted to cause damage to school property or private property.</p> <p>(g) Stole or attempted to steal school property or private property.</p> <p>(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.</p> <p>(i) Committed an obscene act or engaged in habitual profanity or vulgarity. (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.</p> <p>(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (grades 4-12). (suspension only).</p> <p>(l) Knowingly received stolen school property or private property.</p> <p>(m) Possessed an imitation firearm.</p> <p>(n) Committed or attempted to commit a sexual assault or committed a sexual battery.</p>

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

(s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. [48900(w)]

Note: Summit View and Summit View Valley's policy prohibits suspension be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. 48900 (k)(1).

**Legal
Authorization
for
Suspensions**

A. The California Education Code permits administrators to suspend a student if it is determined that the student committed any act(s) listed under E.C. Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.

Offenses described in E.C. Section 48915 (c)(1) through (c)(5) require immediate notification to law enforcement and immediate suspension from school if it is determined that the student had committed the act at school or at a school activity off school grounds.

Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment (E.C. Section 48900.2), an act of hate violence (E.C. Section 48900.3), threats and intimidation against district personnel or pupils (E.C. Section 48900.7), or disruption of school-wide activities [E.C. Section 48900 (k)(1)].

B. Suspension of a student from school shall be employed only if the offense is related to school activity or school attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

C. For all students, a single suspension may not be issued for more than five (5) consecutive school days.

D. The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.



**Procedures
for
Suspensions**

After it is determined that the student's infraction(s) warrant a suspension, the following procedures will take place:

- 1) Parents and district will be notified of the infraction and suspension by conference, phone, and letter that specifically communicates the length of suspension, how the administrator determined the suspension was warranted, and the date of the re-entry meeting.
- 2) An Incident Report will be filed that details the infraction/incident, the time and date, actions taken by the staff/administration, follow up restitution required by the student, and follow up actions needed before the student can be readmitted into Summit View.
- 3) If a BER is required, an amendment IEP will be convened to discuss the need to implement a BSP.
- 4) Upon completion of the suspension, a re-entry meeting must be convened with the parent(s), the student, clinical, and administration. During the re-entry meeting, follow up restitution (community service, behavior reflection sheet, etc.) by the student will be decided upon as a requirement for re-admittance.

DISTANCE LEARNING PROGRAM

From a distance teaching and learning program to clinical services to social opportunities to parent engagement, in response to this novel situation, Summit View Schools has created a comprehensive virtual version of itself.

Albert Einstein is credited with saying, "In the midst of every crisis lies great opportunity." There is great opportunity in front of us. We know that after our students graduate from Summit View, they will enter a world that will require them to function digitally. As we offer options for teaching and learning online, we are also providing opportunities for our students to continue learning essential skills such as self-regulation, time management, self-advocacy, organization, problem-solving and being able to adapt to an ever-changing world. Summit View's Distance Learning Program supports students in developing the skills and habits necessary in order to be successful in the global digital society they will enter as adults.



Academics

For two years now Summit View has been a **Google Classroom School**. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. Students and teachers work collaboratively within the environment on projects and assignments, as well as communicate through the platform.

Google Meet is a video conferencing application that can be used along with Google Classroom to allow for real-time teaching and learning.

Our distance learning program consists of students going from class to class daily to receive online real-time teaching instruction from their team of teachers. In addition, a segment of the day consists of office hours during which individual needs can be further addressed through additional support, tutorials and labs.

Our Distance Learning Program encompasses our multi-modal approach to teaching and learning in that it includes robust discussions, collaborative work, video and audio clips, hands-on exercises and individual work time, as well as student lead activities and presentations.

Many of our students benefit from innovative classroom tools for sensory support including ball chairs, resistance bands, foot cycles, and squeeze toys. So that our students could benefit from the same tools and accommodations they use while on campus, we provided such resources for them to use at home as well.

Provider Services

In addition to our robust academic program, through our comprehensive distance learning program we are able to maintain school-based counseling, speech and language, and occupational therapy services. During these difficult times, when many of our students are experiencing heightened anxiety and fear, we find it necessary to incorporate therapeutic minutes into our distance learning program. Service minutes are being provided as they would be if we were on campus. Students are able to participate in both individual and group sessions, as well as request additional time if they are in need.

Social Opportunities

For more and more students and families, the required social distancing mandate is leading to



intense feelings of isolation. In an effort to keep our students connected to one another and virtually foster a sense of community during these difficult times, we have created social opportunities for our students and parents. Opportunities for students include various clubs, theme dress days and gatherings, after school enrichment opportunities, and more! Examples include Pet Day during which students have the opportunity to virtually share their pets, a workout club, and our Gay Straight Alliance Club.

Parent Engagement

Like our students, our parents benefit from community involvement and outreach. Regular communication and transparency, as well as offering tutorials in the necessary virtual programs, have been instrumental in keeping our parents/guardians connected and informed. Grade level chat groups between parents and principals have been well attended, and Round Table meetings have continued as usual. Virtual Meetups revolving around interests and hobbies have also been requested. We are currently putting together a virtual schedule for our Spring Parent/Teacher Conferences. We have also put together a list of suggestions for social opportunities for families to take place over weekends and Spring Break, including Meets, Netflix Party etc., to assist them in facilitating virtual gatherings during the time off.

As we continue our distance learning into the fall of 2020, we realize the complexities that the remote learning program presents to all of our families. We do ask that parents continue to keep an open line of communication with SV staff and administration as issues arise. While students are required to keep their cameras logged on, Summit View may reach out to parents in the event students are not engaged or unresponsive. Together we can navigate through this difficult time in our society and provide a solid and uplifting education for all of our students.

*Prior to our campus closing, we assessed the technological needs of our students and staff. All students who we knew may need a device were provided one prior to our closure. We have two Summit View Schools, one in Culver City and one in Valley Glen, California. Between both Summit View campuses, we serve approximately 250 students, elementary through high school.

SCHOOL FACILITIES

School facility conditions and Improvements

Summit View School 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. 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 2019-2020, all Summit View School 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	---
Occupational Therapist	1	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Summit View School 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 School, 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 School's rigorous curriculum, middle and high school students attend Reading Lab 4 days a week as well as Math Lab twice a week to work on improving and maintaining reading and math skills. In addition, students 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, Elective, P.E

Middle School

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

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

High School

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%

ENRICHMENT PROGRAMS

MINDFULNESS

Mindfulness is the capacity of actively knowing your moment-to-moment experience, with kind and gentle awareness, without the mind trying to make it different. As we do this, we begin to understand our bodies and minds better and not be as reactive in our daily lives to thoughts, emotions and physical sensations. We find more space, peace, joy and choice in our life.

Why are we doing mindfulness?

Mindfulness skills will help our students in the following ways:

1. Increase self-awareness
2. Increase one's ability to be present
3. Provide relaxation
4. Help with stress & anxiety reduction

What will it look like?

Over the course of the school year, we will be covering the following topics to expose our students to a variety of skills:

1. Mindful Breathing
2. Simple Breathing Meditation
3. Deep Breathing & Deep Breathing Meditation
4. Relaxation
5. Body Scan
6. Guided Visualizations
7. Compassion Meditation
8. Stretching (Head, Neck, Shoulders and Hands)
9. Reflections
10. MBSR (Mindfulness Based Stress Reduction)
11. Physical Education lessons including Tai Chi and Yoga

Mindfulness-based practices are incorporated throughout the school day. A scheduled time is provided to introduce and practice these skills each day.

EXECUTIVE FUNCTIONING

Each division (elementary, middle and high school) works from a particular scope and sequence designed to further hone and develop executive functioning skills. Executive function and self-regulation skills are the mental processes that enable us to plan, prioritize, focus, and manage multiple tasks successfully. Such skills are **developed and improved** through **practice and repetition**. A recent study from Ohio State University confirmed that students who build executive functioning skills earn much better grades and are up 600% more likely to graduate from college. These new programs focus on enhancing and/or building the following skills:

- Goal Setting & prioritizing
- Time Management
- Organizational Skills
- Peer & Teacher Communication
- Homework Completion
- Notetaking
- Study Skills
- Presentation Skills
- Speaking & Listening effectively



THE OLWEUS BULLYING PREVENTION PROGRAM (pronounced Ol-VAY-us)

The Olweus Bullying Prevention Program is the most researched and best-known **bullying prevention program** available today. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States. With over thirty-five years of research and successful implementation, OBPP is a whole-school **program** that has been proven to prevent or reduce **bullying** throughout a school setting. The comprehensive approach includes school-wide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. An essential component to successful implementation of the program involves educating our parent body. Our school staff (administrators, teachers, support staff, etc.), have received OBPP training and we will be creating opportunities to further educate our parents in the time ahead. Using a common language and working in partnership with our parents/guardians, is an integral piece to successful implementation.

RESEARCH-BASED LITERACY INTERVENTIONS

Summit View School 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 CalSTAT 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 uses 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 multisyllabic 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 School 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 School 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 School utilizes Google Classroom to help our students with their executive functioning challenges and to meet the technological demands of this current generation of students. Summit View School has 1 twelve-station computer lab. In addition, all classrooms have access to sets of laptops. The school purchased Smart Boards and One Screens to give teachers the capability to demonstrate lessons to the class using the computer. The Smart Boards/One Screens also allow students to interact with the curriculum providing an additional multi-modal experience. The 9th grade Computer Literacy and high school Graphic Design class meets daily in a computer lab.

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**
 - Anime Club
 - Garden Club
 - Gay/Straight Alliance

- **Community Service**
 - Super Saturday all-school community service event
 - Heal-the-Bay Beach Clean-up
 - Habitat for Humanity
 - Toys for Tots
 - Red Cross
 - 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
 - Penny Lane Family Centers

- **Outdoor Education**
 - Senior Retreat at El Capitan
 - Camp Whittier
 - Joshua Tree
 - Colorado River
 - Wolf Camp
 - Pali Camp
 - Senior educational trips to Europe

- **Fieldtrips**
 - California Science 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)
 - 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 School 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	100%

Measures	Percent of Graduates
Completed All Courses Required for University of California or California State University Admission	100%

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	64,800
8	64,800
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 2019–2020 school year, the following topics were addressed during teacher-training workshops:

- School-Based Counseling and Crisis Management
- Executive Functioning
- Neurosequential Model in Education
- Mindfulness for students with learning disabilities
- Motivation, Mindset & Grit Workshop Common Core Standards and IEP Goals
- Supervision/Risk Management Reading Interventions
- Classroom Management
- Executive Functioning
- Effectively Responding to Crisis Situations
- Creating a Positive School Climate
- Social and Emotional Learning