Summit High School

15551 Summit Avenue, Fontana, CA 92336
(909) 357-5950

Serving Grades Nine through Twelve

Delia Fant, Principal

2010-2011 School Accountability Report Card

District Goals

LEARNING FOR ALL STUDENTS

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Principal's Message

I invite you to explore Summit High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing improvement. Summit High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for students.

Summit High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

School Mission Statement

Every student will be provided an exciting, challenging, and comprehensive educational program that is aligned to state standards in a safe, respectful, and welcoming environment.

School Profile

Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make Summit High School the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. As a WASC accredited institution (Western Association of Schools and Colleges), Summit High is committed to providing a rigorous, challenging academic program.

In the 2010-11 school year, Summit High School enrolled 2,585 students in grades 9-12. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	16.8%
American Indian	0.3%
Asian	2.8%
Filipino	3.1%
Hispanic or Latino	67.1%
Pacific Islander	0.3%
White	9.3%
None Reported	0.4%

Discipline & Climate for Learning

Students at Summit High School are guided by district policies, school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Aware of the cultural diversity of Summit High School's student body, teachers maintain an awareness and sensitivity to the dynamics and social behaviors of their students as an early intervention and proactive measure in minimizing classroom disruptions. Teachers take a guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making.

At the beginning of the school year, students are informed of school rules and behavior expectations in period two classes. Teachers reinforce student responsibilities in classroom orientations at the beginning of the school year. All students are provided a student handbook which outlines district policies, school rules, and behavior expectations.

On Fridays, the principal addresses the entire student body through the school's intercom system; motivational messages and student recognition announcements are set to background music in an effort to create a positive, inspirational learning environment. Throughout the year, students are reminded of their academic and behavior responsibilities through daily bulletins read by the teachers and during morning announcements hosted by the ASB Director and students.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom and are in alignment with the district's discipline matrix. Students who continue demonstrating poor conduct are referred to an assistant principal, and consequences assigned depending on the severity and nature of the misconduct.

When administering consequences, the assistant principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	566	488	274	7197	5316	4655
Suspension Rate	22.4%	17.6%	10.6%	17.5%	13.0%	11.4%
Expulsions	25	26	8	144	138	52
Expulsion Rate	1.0%	0.9%	0.3%	0.4%	0.3%	0.1%

Character education is embedded into the school culture through special presentations, guidance, and sports programs. All school staff members support and encourage students to embrace Summit High's ESLR's (Expected Schoolwide Learning Results) called SOAR statements in an effort to reach their maximum potential as scholars as well as responsible citizens. Guidance staff visit with students in groups and individually to discuss academic, behavior, social, personal, and career-related issues. Classroom teachers and athletic coaches reinforce the importance of making good choices and taking individual responsibility as the topics relate to current lessons and activities. Students who are involved in sports programs and experiencing difficulty with coursework are encouraged by their coaches to take advantage of Summit High's tutoring services specially designed for its athletes.

Responsible students may participate in Link Crew and Peer Leaders to serve as a mentor and support fellow classmates. Students participating in Link Crew receive training during the summer and are assigned to incoming ninth grade students to assist with the high school orientation process. Peer Leaders are trained to assist classmates with minor social issues and identify situations that require adult intervention. Link Crew is an extracurricular activity; Peer Leaders is an elective course.

Summit High School celebrates students demonstrating outstanding academic effort, outstanding attendance, and good citizenship. Academic awards presentations are held in the evening at the end of each semester; qualifying students receive academic medals for their individual accomplishments. Students who maintain a 4.0 grade point average (GPA) are recognized at the end of the fall semester. At the end of each quarter, students earning a 3.0 GPA on their report card are recognized with certificates and rewards such as Head of the Lunch Line Tickets.

Three times per year, Summit High School sponsors a high-energy rally to promote school spirit, celebrate success, and honor students demonstrating outstanding sportsmanship and academic accomplishments. Summit High School also uses the Skyhawk Scholars Program to recognize and reward students for their outstanding academic achievements and citizenship.

Enrichment & Extracurricular Activities

Many enrichment and extracurricular activities are embedded in the school curriculum as elective courses and supplemented with after school activities sponsored by the school and Associated Student Body (ASB). A comprehensive list of clubs, sports, and special events is located on Summit High School's website, in the course description catalogue, in the student handbook, and in many of the school's publications.

Dropout & Graduation Rates

Summit High School's teachers and administrative staff are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavior traits that typically lead to dropping out of school. At the end of each quarter, counselors meet with every student who fails one or more courses to identify and resolve barriers interfering with the learning process.

Intervention strategies used to promote attendance and reduce dropout rates include counseling, parent-student-counselor conferences, Odyssey, CAHSEE prep courses, in English Language Arts and Math, home visits by the community liaison, School Attendance Review Team (SART), School Attendance Review Board (SARB), Liaison Attendance Mediation Team (LAMP), independent study, referral to continuation high school, referral to Student Intervention Team (SIT) process, and concurrent enrollment in a community college.

Summit High School's Odyssey is an Internet-based credit recovery program for students who are deficient in course credits or at risk of not graduating. Students may be referred by their counselor or voluntarily enroll in the program. Odyssey classes are offered in the regular six-period schedule; students may also choose between a zero period and seventh period semester class.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2010-11 school year was unavailable at the time of publication.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	0.80%	1.10%	2.30%
Graduation Rate	-	93.08%	92.53%

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Summit High School had 100 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	98	101	100	1572
Without Full Credentials	7	0	1	30
Working Outside Subject	0	0	0	11

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**1**	**0**	**0**
Vacant Teacher Positions	1	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. In the 2008-09 school year, the district offered three staff development days. In the 2009-10 and 2010-11 school years, the district offered two staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	31	*	27	10	*	29	35	*	34	42	*	40
Math	33	*	30	3	*	12	18	*	15	43	*	43
Science	32	*	28	4	*	12	25	*	18	28	*	25
Social Science	32	*	30	4	*	6	17	*	18	32	*	30

2009-10 data unavailable

Counseling & Support Staff

Summit High School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services.

An active Student Intervention Team (SIT) meets bi-monthly to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. The 504 Team assists students with a 504 Plan.

In the 2010-11 school year, the academic counselor-to-pupil ratio was 1:323. The chart displays support staff available to students at the school in the reporting year.

Counseling & Support Services Staff		
2010-11		
	Number of Staff	**Full Time Equivalent**
Adaptive PE Aide	1	0.2
Counselor	8	8.0
District Nurse	1	0.5
Health Assistant	1	1.0
Language/Speech/ Hearing Specialist	1	0.4
Psychologist	1	1.0

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Summit High School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Parent Involvement

Parents are encouraged to become involved in Summit High School's learning community. Events such as Back-to-School Night, Open House, Student Performances, Parent Meetings, Eighth Grade Orientation, and semester awards assemblies provide opportunities for parents to interact with school staff while supporting their child's academic progress. The School Site Council, English Learner Advisory Council, Parental Classes, District Advisory Committee, District English Learner Advisory Council, GATE Advisory Committee, athletics, booser organizations, Coffee with the Principal, and the Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish and takes place through a variety of formats. The school's newsletter, the Summit Scene, is published quarterly and features helpful tips for parents, highlights of recent accomplishments, upcoming events information, and articles related to the current or upcoming quarter's instructional activities. TeleParent is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. The school's website (*http://www.summithigh.net*) and school's electronic marquee feature general information about upcoming programs and events.

Staff e-mail addresses and phone numbers are available on the high school's website; parents are encouraged to take advantage of this tool to communicate with their child's teachers and school administrators.

The school's website also features a link to Parent Connect, an online resource for parents to access their child's current course grades, course assignments, homework, and teacher contact information. A quarterly student-published newspaper highlights articles on recent school events, student recognition, and special announcements. One of Summit High School's teachers publishes weekly articles in the Fontana Herald News to share positive achievements of students, faculty, and schoolwide programs as well as the many activities and events held at Summit High.

For seniors and their parents, Summit High School's ASB publishes a "Graduation and Senior Activity Information Booklet" which outlines important information about senior activities, celebrations, and guidelines to follow during senior year. The booklet is available for both viewing and downloading at *http://www.summithigh.net* under the Student Life/ASB tab.

Contact Information

Parents seeking more information or who want to get involved in the school community may obtain a copy of the Parent Involvement Brochure in the main office foyer or contact Assistant Principal Kyle Bruich at (909) 357-5950.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	27
% of Schools Identified for PI	-	60.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	4	4	5
Similar Schools	8	5	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-3	36	33
Black or African American			
Actual API Change	7	40	23
Hispanic or Latino			
Actual API Change	-6	39	34
White			
Actual API Change	23	12	58
Socioeconomically Disadvantaged			
Actual API Change	-11	41	31
English Learners			
Actual API Change	-24	57	40
Students with Disabilities			
Actual API Change	-3	37	69

2011 Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,780	760	29,375	746	4,683,676	778
Black or African American	290	738	1,966	735	317,856	696
Asian	43	852	368	838	398,869	898
Filipino	60	891	361	885	123,245	859
Hispanic or Latino	1,213	748	24,844	740	2,406,749	729
White	167	817	1,636	787	1,258,831	845
Socioeconomically Disadvantaged	1,134	738	25,432	741	2,731,843	726
English Learners	570	700	15,776	721	1,521,844	707
Students with Disabilities	187	512	3,915	607	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

• Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
• Percent proficient on the state's standards-based assessments in ELA and Mathematics.
• API as an additional indicator.
• Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide transportation to the new site and the school day extended. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website *http://www.cde.ca.gov/ta/ac/ay/* and the U.S. Department of Education's website *http://www.nclb.gov*.

2011 Adequate Yearly Progress (AYP)				
	School		**District**	
Made AYP Overall	No		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at *http://star.cde.ca.gov*.

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2009	**2010**	**2011**	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**
English/Language Arts	37	44	47	38	42	44	50	52	54
Mathematics	13	16	21	35	39	40	46	48	50
Science	35	37	44	33	39	46	50	53	56
History/Social Science	38	46	52	25	31	35	41	44	48

California Standards Test (CST)				
Subgroups				
Subject	**English/ Language Arts**	**Mathematics**	**Science**	**History/ Social Science**
District	44	40	46	35
School	47	21	44	52
African American/ Black	40	18	37	48
Asian	67	43	*	81
Filipino	75	51	69	79
Hispanic or Latino	45	18	41	49
White	61	25	57	64
Males	46	23	52	60
Females	48	18	37	44
Socioeconomically Disadvantaged	44	18	39	47
English Learners	7	6	12	17
Students with Disabilities	12	4	12	15

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Physical Fitness

In the spring of each year, Summit High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at *http://www.cde.ca.gov/ta/tg/pf/*.

Percentage of Students in Healthy Fitness Zone 2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.6%	21.9%	23.5%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	40.0	38.0	52.0	45.0	41.0	54.0	54.0	48.0	59.0
Mathematics	40.0	39.0	53.0	43.0	41.0	54.0	49.0	44.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	57.8	20.2	22.1	57.6	30.6	11.7
All Students School	53.9	21.3	24.8	55.8	32.2	12.0
Male	58.4	19.0	22.5	54.5	34.1	11.5
Female	49.5	23.5	26.9	54.5	34.1	11.5
African American/ Black	57.3	25.2	17.5	61.8	34.3	3.9
Asian	25.0	30.0	45.0	15.0	55.0	30.0
Filipino	35.3	11.8	52.9	41.2	29.4	29.4
Hispanic or Latino	55.7	21.3	23.0	58.1	30.1	11.8
White	45.8	12.5	41.7	42.6	40.4	17.0
English Learners	73.5	20.1	6.4	72.8	22.8	4.4
Socioeconomically Disadvantaged	57.2	20.6	22.2	60.5	28.7	10.9
Students with Disabilities	98.1	1.9	-	96.2	3.8	-

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at *http://www.cde.ca.gov/ta/tg/hs*.

Completion of High School Graduation Requirements			
	School	**District**	**State**
All Students	87.0%	82.0%	*
Socioeconomically Disadvantaged	82.0%	81.0%	*
African American/Black	92.0%	85.0%	*
American Indian	100.0%	73.0%	*
Asian	96.0%	94.0%	*
Filipino	95.0%	89.0%	*
Hispanic or Latino	84.0%	80.0%	*
Pacific Islander	100.0%	81.0%	*
White	92.0%	88.0%	*
English Learners	45.0%	58.0%	*
Students with Disabilities	52.0%	63.0%	*

* Data was not available at the time of publication.

College Entrance Info

University of California Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at *http://www.universityofcalifornia.edu/admissions/*.

California State University Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at *http://www.calstate.edu/admission/admission.shtml*.

UC/CSU Course Completion

Summit High School encourages students to attend its annual college fair to meet representatives from colleges located throughout the nation. The district sponsors a college and career fair annually to provide opportunities for students to discover a wide range of occupations and post-secondary institutions. Summit High School's APAs recruit a guest speaker weekly from a local agency, local college, university, professional industry, or branch of the US military to present information about their chosen field/organization and share their insight and experiences with interested students. Presentations are offered by college representatives and specialists throughout the year to explain the admissions process, financial aid, and other topics related to applying for entrance into a college program or trade school, and include a community college night, FAFSA night, and NCAA meeting with parents.

Students at Summit High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	71.8%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	25.1%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	2
Mathematics	5
Science	4
Social Science	8
Totals	22
Percent of Students in AP Courses	4.4%

Career Technical Education (CTE) Programs

Students are introduced to career technical education programs at Summit, including Regional Occupational Programs (ROP), and career pathways. Students in grades nine through twelve receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses.

Regional Occupational Programs (ROP) is offered in partnership with the San Bernardino County Superintendent of Schools. A variety of 30 different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time paid and non-paid employment. The following courses are offered to students at the school:

Career Pathways - Industry Sectors

• Arts, Media and Entertainment
• Health Science and Medical Technology
• Hospitality, Tourism, and Recreation
• Marketing, Sales, and Service
• Transportation

On-campus CTE Courses

• Auto 1A
• Auto 1B
• Auto 2
• Computer Information Systems/Applications 1A
• Computer Information Systems/Applications 1B
• Digital Graphic Design 1A/1B
• Digital Media
• Small Business Management/Hospitality 1A
• Small Business Management/Hospitality 1B
• Small Business Management/Hospitality 2A
• Small Business Management/Hospitality 2B
• TV Production
• Virtual Enterprise

On-campus ROP Courses

• Automotive Engine Performance
• Automotive Systems
• Career Marketing Ed.
• Introduction To Health Careers
• Medical Terminology
• Sports Therapy and Fitness

ROP Courses available on other FUSD Campuses:

• Acute Care Nurse Assist
• Advanced Law Enforcement
• Auto Collision Repair
• Automotive Maintenance
• Automotive Service
• Automotive Technician
• Bakery Occupations
• Catering
• Child Care Occupations
• Computer Game Design
• Customer Service
• Digital Recording Studio
• Fire Technology
• Foundations of Information Technology
• Fundamentals of Law Enforcement
• Landscape Maintenance and Design
• Medical Assistant Adm
• Nurse Assistant Certified
• Professional Dance
• Restaurant Occupations
• Stagecraft Construction
• Stagecraft Design
• Veterinary Assistant
• Website Design
• Welding Certification
• Welding Technology

For more information on career technical programs, ROP, partnership academies, and work experience, contact Tracie Zerpoli, Director of Career Technical Education at 909-357-5000 ext 7395 or zerptl@fusd.net or visit the state's career technical website at *http://www.cde.ca.gov/ci/ct/.*

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	**Response**
How many of the school's pupils participate in CTE?	680
What percent of the school's pupils who completed a sequence of CTE courses also earned a high school diploma?	92.9
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	85.0

District Revenue Sources

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

• ARRA: State Fiscal Stabilization Fund
• After School Learning & Safe Neighborhood Partnerships
• Arts & Music Block Grant
• CA High School Exit Examination
• CA School-age Families Education Program
• California Peer Assistance & Review
• Community Based Tutoring
• Economic Impact Aid (EIA)
• Gifted & Talented Education (GATE)
• Lottery: Instructional Materials
• Partnership Academies Program
• Professional Development Block Grant
• Pupil Retention Block Grant
• Quality Education Investment Act
• Regional Occupation Centers & Programs
• School & Library Improvement Block Grant
• School Safety & Violence Prevention
• Special Education
• Staff Development
• Supplemental School Counseling Program
• Supplementary Programs
• Targeted Instructional Improvement Block Grant
• Teacher Credentialing Block Grant
• Title I, II, III, IV, V
• Transportation
• Transportation: Special Education
• Vocational Programs
• Williams Case Settlement

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year.

The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,403
From Restricted Sources	$1,082
From Unrestricted Sources	$4,320
District	
From Unrestricted Sources	$5,322
Percentage of Variation between School & District	-18.83%
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-20.80%

Salary & Budget Comparison

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	$41,006	$42,017
Mid-Range Teachers	$69,104	$67,294
Highest Teachers	$87,206	$86,776
Elementary School Principals	$107,691	$108,534
Middle School Principals	$110,317	$112,893
High School Principals	$124,509	$123,331
Superintendent	$191,249	$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.7%	39.4%
Administrative Salaries	4.4%	5.3%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	$62,480
District	$69,120
Percentage of Variation	-9.61%
School & State	
All Unified School Districts	$69,207
Percentage of Variation	-9.73%

Safe School Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in January 2011. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

• Safe Schools' Plan of Action
• Comprehensive disaster and crisis plan
• State and local discipline policies
• Intervention programs for at-risk students
• Addressing student aggression
• Visible authoritative presence on campus
• Safe transportation
• Communication strategies
• Conflict resolution

School Facilities

Summit High School provides a clean, safe, and positive environment for learning through proper facilities maintenance and campus supervision. Built in 2006 the school includes a library, 100 permanent classrooms, a gym, a staff lounge/lunchroom, six teacher work rooms, a multipurpose room and four computer labs. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

The campus library is shared with the San Bernardino County library system and open to the public after school hours Monday-Thursday until 8:00 p.m. and on Saturdays from 9:00 a.m. to 5:00 p.m. Summit High School's campus includes state-of-the-art culinary arts classroom, virtual business classrooms, and an automotive shop.

The district's maintenance department inspects facilities and operating systems at Summit High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart on page 11 displays the results of the most recent facilities inspection at the school.

Campus Supervision

Summit High School has taken measurable steps to ensure students, staff, and visitors are safe and that sufficient supervision is provided at all times. In the morning as students arrive, four district safety officers are strategically placed at designated locations and teachers circulate around the campus monitoring student behavior. During lunch, four district safety officers, the principal, assistant principals, and school resource officer share supervision of students in the cafeteria and common gathering areas. When students are dismissed at the end of the day, the principal, all assistant principals, teachers, and four district safety officers are stationed at strategic locations to direct traffic and ensure students leave campus in a safe and orderly manner. All administrators, security staff, office staff, and custodians carry hand-held radios for effective routine and emergency communications.

Summit High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors.

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Two full-time day custodians and eight full-time evening custodians are assigned to Summit High and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the principal, custodians, and campus security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by campus security officers, the school resource officer, and administrators to ensure the campus remains safe while instruction is in progress. The custodian and security officers check restrooms before school, after school, and after each passing period as a proactive measure in keeping facilities stocked, safe, and sanitary. The assistant principal in charge of facilities communicates daily with custodians via hand-held radios to quickly address maintenance and safety issues.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

School Facility Conditions				
Date of Last Inspection: 04/26/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			A209, C110, C101, C203, D108, E209, F213, F207, J-E1 - Stained ceiling tile. F107 - Laminate chipped on countertop. F209, J101 - Stained /misaligned ceiling tile. G101 - Cover missing on pencil sharpener. G108 - Snag in carpet. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			MPR Control Room, A-S1 Storage (by A110), Girls Coaches Storage, PE Snack bar, PE102 ticket booth, E2-ES2, E207 storage, F203 Storage - Trash and debris. Girls Restroom - Graffiti. G105 - Graffiti etched in window. J104 - Large stain in carpet. Work orders submitted.
Electrical	X			B101 (MPR), A205, L7, D112, D1-S2, D2-WR1, E205, E107, E109, F110, G106, J111, H2-S1 - Lamps out. Boys Laundry room - Electrical receptacle cover broken. C108, E202, J110 - Cord in walkway. G104 - Broken light diffuser. Work orders submitted.
Restrooms/Fountains	X			PE Men Restroom - Replace broken toilet seat cover disp. Staff Restroom - Replace broken TP dispenser. Women's Restroom - Water shut off at sink faucet. H102 Restroom - Replace soap dispenser. Boys Restroom - Latch missing on std. stall door. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			C107, E202 - FE tag missing. Work orders submitted.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the assistant principal in charge of facilities for review. Upon approval, the assistant principal forwards the work orders to the district's maintenance department who identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general repair projects; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Instructional Materials

Fontana Unified School District held a public hearing on October 5, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Health, and Visual and Performing Arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in November 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	Glencoe	2008	Yes	0.0%
9th-12th	Algebra II	Glencoe	2008	Yes	0.0%
9th-12th	English Language Development	Hampton Brown	1998	Yes	0.0%
9th-12th	English/ Language Arts	Prentice Hall- Timeless Voices, Timeless Themes	2003	Yes	0.0%
9th-12th	Geometry	Glencoe	2008	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%
9th-12th	United States History	McDougal Littell	2006	Yes	0.0%

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Summit High School Public Library: (909) 357-5950 ext. 3024

Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.