

# Fontana Unified School District

*“The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world.”*

www.fusd.net

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# Summit High School

15551 Summit Avenue, Fontana, CA 92336

(909) 357-5950

*Serving Grades Nine through Twelve*



Delia Fant, *Principal*

## 2011-2012 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.

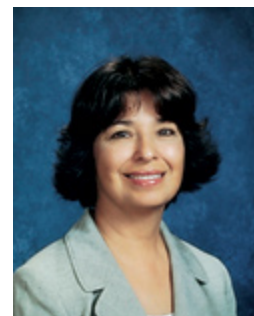
#### ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

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. Our PLC promotes rigor, learning, and teaching quality. 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 2011-12 school year, Summit High School enrolled 2,482 students in grades nine through twelve. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	15.1%
American Indian	0.3%
Asian	2.6%
Filipino	3.5%
Hispanic or Latino	68.5%
Pacific Islander	0.2%
White	9.2%
Two or More	0.3%
None Reported	0.2%

## 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. All students are provided a student handbook which outlines district policies, school rules, and behavior expectations, followed by a quiz, which is kept on file all year. Teachers reinforce student responsibilities in classroom orientations at the beginning of the school year.

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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	488	274	282	5316	4655	3704
Suspension Rate	17.6%	10.6%	11.4%	13.0%	11.4%	9.1%
Expulsions	26	8	12	138	52	52
Expulsion Rate	0.9%	0.3%	0.5%	0.3%	0.1%	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.

Five times per year (two are evenings), 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, CSSPs 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 academic guidance, parent-student-CSSP 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 CSSP 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 table displays dropout and graduation rates for the most recent three-year period. Data from the 2011-12 school year was unavailable at the time of publication.

*Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.*

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	1.10%	6.90%	7.00%
Graduation Rate	93.08%	89.51%	90.69%

## Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, Summit High School had 96 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	101	100	96	1569
Without Full Credentials	0	1	1	12
Working Outside Subject	0	0	0	15

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.

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.*

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		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

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

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.*

	% 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	99.7%	0.3%
High-Poverty Schools in District	N/A	N/A
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, Professional Learning Communities, and Response to Instruction and Intervention. 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. For the past three 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 effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

## Counseling & Support Staff (School Year 2011-12)

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 2011-12 school year, the district restructured its counseling program and introduced Academic Pathway Advisors (APAs) and Comprehensive Student Support Providers (CSSPs). The APAs provide academic guidance to all middle and high school students.

The CSSPs serve the district's lowest performing students with specialized support and educational, personal, and behavioral guidance. In the 2011-12 school year, the academic counselor-to-pupil ratio was 1:621. The chart displays support staff available to students at the school in the reporting year.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Pathway Advisor	4	4.0
Adaptive PE Aide	1	0.2
Comprehensive Student Support Provider (CSSP)	2	2.0
District Nurse	1	0.5
Health Assistant	1	1.0
Psychologist	1	1.0
Speech/Language/Hearing Specialist	1	0.4

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.

## 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												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	*	27	26	*	29	34	*	34	27	*	40	40
Math	*	30	28	*	12	15	*	15	34	*	43	28
Science	*	28	29	*	12	11	*	18	24	*	25	29
Social Science	*	30	28	*	6	10	*	18	36	*	30	17

\*2009-10 data unavailable

## Parent Involvement

Parents are encouraged to become involved in Summit High School's learning community. Events such as Freshmen Parent Night, 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, booster clubs, 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 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 (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2008-2009
Year in PI (2012-13)	Year 1	Year 3
# of Schools Currently in PI	-	35
% of Schools Identified for PI	-	77.78%

## Adequate Yearly Progress (School Year 2011-12)

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 grades 2-8 and 10 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 mandatory reservation of Title I funds for staff development and tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the district is required to provide transportation to the new site. 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>.

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

## 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 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	4	5	6
Similar Schools	5	7	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	36	33	1
Black or African American			
Actual API Change	40	22	4
Hispanic or Latino			
Actual API Change	39	34	4
White			
Actual API Change	12	58	-9
Socioeconomically Disadvantaged			
Actual API Change	41	31	9
English Learners			
Actual API Change	57	40	20
Students with Disabilities			
Actual API Change	37	69	16

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,693	758	29,067	755	4,664,264	788
Black or African American	249	737	1,840	737	313,201	710
Asian	36	866	356	861	404,670	905
Filipino	67	862	371	886	124,824	869
Hispanic or Latino	1,174	749	24,767	750	2,425,230	740
White	158	805	1,549	797	1,221,860	853
Socioeconomically Disadvantaged	1,156	743	25,559	748	2,779,680	737
English Learners	574	716	16,022	738	1,530,297	716
Students with Disabilities	178	534	3,918	600	530,935	607

## 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	44	47	49	42	44	46	52	54	56
Mathematics	16	21	19	39	40	40	48	50	51
Science	37	44	51	39	46	50	54	57	60
History/Social Science	46	52	52	31	35	37	44	48	49

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	46	40	50	37
School	49	19	51	52
African American/ Black	45	12	39	46
Asian	62	38	73	50
Filipino	70	40	80	76
Hispanic or Latino	47	18	49	51
White	57	22	65	65
Males	47	21	54	62
Females	51	16	47	42
Socioeconomically Disadvantaged	45	18	45	47
English Learners	14	3	16	22
Students with Disabilities	21	7	6	19

*\*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 (School Year 2011-12)

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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	30.5%	19.2%	26.5%

## 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 for All Grade Ten Students								
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	45.0	41.0	54.0	54.0	48.0	59.0	51.0	45.0	56.0
Mathematics	43.0	41.0	54.0	49.0	44.0	56.0	55.0	48.0	58.0

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	55.0	26.0	19.0	52.0	35.0	13.0
All Students School	49.0	30.0	21.0	45.0	41.0	15.0
Male	54.0	28.0	18.0	42.0	41.0	17.0
Female	44.0	32.0	24.0	42.0	41.0	17.0
African American	53.0	25.0	22.0	60.0	30.0	10.0
Asian	33.0	20.0	47.0	27.0	27.0	47.0
Filipino	13.0	33.0	53.0	-	67.0	33.0
Hispanic or Latino	53.0	31.0	17.0	44.0	43.0	13.0
White	37.0	31.0	31.0	43.0	37.0	20.0
English Learners	90.0	10.0	-	79.0	18.0	3.0
Socioeconomically Disadvantaged	55.0	28.0	17.0	48.0	40.0	12.0
Students with Disabilities	98.0	2.0	-	87.0	13.0	-

## 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 2011-12 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	94.0%	86.3%	*
Socioeconomically Disadvantaged	96.3%	89.1%	*
African American/Black	98.0%	93.9%	*
American Indian	100.0%	88.9%	*
Filipino	95.0%	96.3%	*
Hispanic or Latino	92.7%	85.6%	*
Pacific Islander	100.0%	100.0%	*
White	94.8%	83.9%	*
English Learners	82.0%	59.6%	*
Students with Disabilities	78.0%	73.8%	*
Two or More Races	66.7%	60.0%	*

\* 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 career technician recruits 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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	71.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	25.1%

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

## Advanced Placement Classes (School Year 2011-12)

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 - Class of 2012

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

- 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 Service
- Introduction to Health Careers
- Medical Terminology
- Sports Medicine

### ROP Courses available on other FUSD Campuses:

- Acute Care Nurse Assistant
- Advanced Law Enforcement
- American Sign Language 1 (A-G approved)
- Auto Collision Repair
- Automotive Technician
- Bakery Occupations
- Catering
- Child Care Occupations
- Computer Business Applications
- Computer Game Design
- Customer Service
- Fashion Design
- Fire Technology
- Foundations of Information Technology
- Fundamentals of Law Enforcement
- Health Information Technician
- Landscape Occupations
- Medical Assisting – Draft
- Medical Core 1
- Nurse Assistant Certified (CNA)
- Personal Fitness Trainer
- Professional Dance
- Radio Broadcasting Occupations
- Recording Engineering
- 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) 357-7600 ext 29180 or [zerptl@fUSD.net](mailto:zerptl@fUSD.net), or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Career Technical Education Participation - Class of 2012

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?	658
What percent of the school's pupils complete a CTE program and earn a high school diploma?	93.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	60.0

## District Revenue Sources (Fiscal Year 2011-12)

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 (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 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.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,714
From Supplemental/Restricted Sources	\$782
From Basic/Unrestricted Sources	\$3,932
District	
From Basic/Unrestricted Sources	\$5,028
Percentage of Variation between School & District	-21.80%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-27.92%

## Salary & Budget Comparison (Fiscal Year 2010-11)

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		
	District	State
Beginning Teachers	\$39,880	\$41,455
Mid-Range Teachers	\$67,205	\$66,043
Highest Teachers	\$84,949	\$85,397
Elementary School Principals	\$105,064	\$106,714
Middle School Principals	\$107,691	\$111,101
High School Principals	\$121,679	\$121,754
Superintendent	\$187,499	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	39.0%
Administrative Salaries	3.9%	5.1%

## School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$63,958
District	\$68,510
Percentage of Variation	-6.65%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-7.09%

## 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, five campus security officers are strategically placed at designated locations and teachers circulate around the campus monitoring student behavior. During lunch, six campus security 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, the counselors, teachers, and six security 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.

**School Facility Conditions**

Date of Last Inspection: 05/12/2012

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			PE-E2 - A/C is not working. E108 - Light on T-STAT not working. E112 - T-STAT not working. Work orders submitted.
Interior			X	B101 (MPR) - Stained ceiling tile. Missing cove base. MPR Control Room - Repair floor tile. B104 stage - Repair hole in wall by stage and repair loose/missing cove base. B106, E2-C1 - Cove base missing. B102 - Repair cove base. B103 ticket booth, A109, A106 Attendance, L1, L2, PE105, C1-WR1, C108, C103, C101, C201, C202, C203, C2-WR3, C206, C208, C209, D1-WR3, D1-WR1, D111, D101, D102, D103, D208, D207, D206, D205, E2-ES2, E211, E213, E201, E202, E203, E206, F114, F103, F210, F2-S1, F204, G201, G2-S1, G202, G204, G103, G104, G109, H201, H1-S5, H104, J109 - Stained ceiling tile. B107 Kitchen, D201 - Damaged ceiling tiles. B108 - Stained ceiling tile and missing cove base. A201, A208 - Stained ceiling tile and repair cove base. Girls Varsity Lockers - Damaged drywall corner. Boys Coaches Office - Stained ceiling tile. Damaged wall from door knob. PE102 ticket booth - Drywall damaged. PE103 Weight Room - Cove base needs repair and east wall has a hole. PE-S2, G107, H202 - Damaged ceiling tile. C112 - Adjust ceiling tile and repair loose cove base. C1-S3, C2-S1 - Repair hole in wall behind door. C205, G101 - Stained ceiling tile and repair loose cove base. C207 - Stained/adjust ceiling tiles. Replace missing receptacle covers. D210 - Stained ceiling tile and countertop needs repair. D202, E109 - Damaged countertop. C109 - Wall damaged by door. C107 - Replace missing ceiling tile. C105 - Stained ceiling tile. Missing cove base. E209, E212, E204, E205 - Stained ceiling tile. Laminate countertop is damaged. E210 - Stained ceiling tile. Laminate countertop is damaged and cabinet door handles are missing. E104 - Damaged wall with holes. E106 student store - Stained ceiling tile and missing base board. E110 - Damaged on wall. F113, F206, F207, F208 - Stained ceiling tile. Laminate chipped countertop. F111, F110, F108 - Adjust ceiling tile and laminate chipped on countertop. F209 - Laminate chipped on countertop and pencil sharpener cover missing. F212 - Laminate chipped on countertop and handles are missing. F213, F201 - Adjust ceiling tiles. F205 - Stained ceiling tile. Laminate counter chipped and door handle missing. G102 - Repair holes in wall where pencil sharpener was removed. Practice 1 - Missing ceiling tile. J101 - Damaged ceiling tile. Damaged tack board, peeling. J103 - Repair damaged cove base. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			PE101 Gym - Walls need to be cleaned. D106 - Clean dirty air return. Work orders submitted.
Electrical	X			A201 - Can lights are out. L7 - Light is buzzing. Boys Team Lockers - Dirty light diffuser. C102, J-E1 - Receptacle cover missing. D1-WR2 - Electrical panel door will not shut. D111 - Damaged light diffuser. Electrical cover missing. E201 - Light diffuser frame needs to be secured. E204 - Light diffuser needs to be secured. F210, H104 - Damaged receptacle cover. H108 - Damaged light diffuser. H1-S1 - Adjust light diffuser. Practice 1 - Electrical box needs repair. J102 - Secure electrical cover. J103 - Damaged receptacle cover and electrical cover box missing. Work orders submitted.
Restrooms/Fountains	X			B Boys Restroom - Missing soap dispenser and push buttons on sinks. A1-T2 Women Restroom, A1-T4 Women Restroom (by L-1), Girls Restroom - Loose toilets at base. Girls Showers - Damaged light cover. Boys Coaches Lockers & Restroom - Toilet loose at base. Center sink missing faucet. Staff Restroom - Paint outside air register. Wall grill for make-up air needs to be painted. Boys Restroom - Hand dryer not working. Damaged faucet handle. B101 (MPR) - Adjust water to drinking fountain. PE-B1, PE112 Trainer - Leaking faucet. PE101 Gym - Adjust drinking fountain. G109 - Faucets not working properly. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			B106 - Fire ext missing and secure pin. PE108 - Fire ext missing. PE-S5 - Fire alarm electrical box needs extension. PE101 Gym, PE103 Weight Room - Fire ext needs service. C109, G106 - Fire ext tag missing. G104 - Repair electrical receptacle. Work orders submitted.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			PE-E1 - Repair door. PE-FR1 - Door lock jammed. Work orders submitted.

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.

One full-time day custodian 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 intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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.

## 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 September 2012. 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

## Instructional Materials (School Year 2012-13)

Fontana Unified School District held a public hearing on September 19, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language 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, Foreign Languages, 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 September 2012 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%
9th-12th	Algebra II	Glencoe	2008	Yes/0%
9th-12th	English Language Development	Hampton Brown	2003	Yes/0%
9th-12th	English/ Language Arts	Holt	2003	Yes/0%
9th-12th	Geometry	Glencoe	2008	Yes/0%
9th-12th	Science	Glencoe	2007	Yes/0%
9th-12th	Science	Holt	2007	Yes/0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes/0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes/0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes/0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes/0%
9th-12th	United States History	McDougal Littell	2006	Yes/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
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- 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 2011-12 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.