

# Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600

## Summit High School



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

Serving grades Nine through Twelve - CDS Code: 36-67710-0108191

<http://www.fusd.net/Summit>

**Renee Castanon, Principal**  
*Renee.Castanon@fusd.net*

### 2019-2020 School Accountability Report Card

#### Board of Education

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#### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

#### District Vision

##### Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

##### Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

##### Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment



## Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

## Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

## 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 (School Year 2020-21)

Caring and dedicated teachers, counselors, administrators, 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 (Western Association of Schools and Colleges) accredited institution, Summit High is committed to providing a rigorous, challenging academic program.

Fontana Unified schools are located in San Bernardino county, California. The state of California has been heavily impacted by the COVID-19 pandemic and most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning. Every county in California is assigned to a tier based on its test positivity and adjusted case rate. San Bernardino County is currently in the Widespread (Purple) Tier, the strictest of tiers. Under the California guidance, schools may not reopen for in-person instruction until the county has been in the Substantial (Red) tier for at least two weeks. As a result, all Fontana Unified schools will continue to educate students via distance learning until further notice.

## Principal's Message

It is our pleasure to share with you our School Accountability Report Card. The following data and information highlights our school's instructional programs, academic achievement data, facilities, curricular/classroom materials, school safety, and our highly qualified faculty and staff. Here at Summit High School, we are focused on providing all of our students with a rigorous instructional program which will prepare them for College/Career pathways after graduation. We are prepared to accommodate individual learning modalities while maintaining high expectations for all 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.

The COVID-19 pandemic has required the closure of in-person learning at our school. While we all would rather be learning in-person together; I am so proud of our students, families, and teachers for how well they have handled the transition to distance learning. I look forward to being able to see all of the students in-person again as soon as it is safe to

do so. Until then, we will continue to get through this unprecedented challenging time together virtually.

## School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana Unified School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

## School Enrollment

The charts display student enrollment broken down by student group and grade.

### Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
9th	672	712	593
10th	592	656	711
11th	565	574	636
12th	579	556	584
Total	2,408	2,498	2,524

### Enrollment by Student Group

2019-20

	Percentage
Black or African American	9.3
Asian	3.6
Filipino	3.3
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0.3
White	7.6
Two or More Races	1.7
EL Students	10.6
Socioeconomically Disadvantaged	64.1
Students with Disabilities	6.7
Foster Youth	0.7
Homeless	0.7

## Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	115	117	114	215
Without Full Credentials	1	2	5	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	9	40

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 positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	18-19	19-20	20-21
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	1

## School Facilities (School Year 2020-21)

### Age and Condition of 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, four teacher work rooms, a multipurpose room, and several 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 virtual business classrooms and an automotive shop.

### 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, five 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, teachers, and five 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, counselors, 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 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.

### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: sand, paint, and re-coat Gym floor, convert track to synthetic running surface, install synthetic field and purchase turf maintenance equipment for the football field, batting cage expansion.

### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each 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 displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 05/08/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			H 107: DIRTY VENTS BLOWING DUST. (Work order submitted)
Interior	X			C 104: FORMICA IS MISSING ON COUNTER TOP. KITCHEN: WATER DAMAGE TO CEILING TILES. F 205F 206F 207F- 213KITCHENC 206E 204E 205J 101: WATER STAIN CEILING TILE. C 203, C 204, C 205, C 210, D 102, D 204, D 205, D 206, E 108/ OFFICE, OFFICE, OFFICE, RR, STORAGE, D 110, E 206, F 102, LIBRARY, STAFF DINING, G 102: WATER STAIN CEILING TILES. G 102: WATER STAINS ON NORTH WALL. (Work orders submitted)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			C 206: OUTLET COVER IS MISSING ON SOUTH WALL. C 110: EXTERIOR OUTLET COVER IS MISSING. (Work orders submitted)
Restrooms/Fountains	X			KITCHEN: FAUCET IS LEAKING. (Work order submitted)
Safety (Fire Safety, Hazardous Materials)	X			F 102: 10. FIRE EXTINGUISHER COVER IS MISSING. D 108, D 111, E 103, E 104, E 105, E 110, E 111, E 112, E 203, E 204, E 205, E 206, F 104, F 111, J 101, J 102/ WRESTLING, J 103/ DANCE, STORAGE: PAINT IS CHIPPING ON DOOR. KITCHEN: PAINT IS CHIPPING ON DOUBLE DOORS. G 104: PAINT IS CHIPPING ON FLOOR. D 110LIBRARY: PAINT IS CHIPPING ON MAIN ENTRY DOORS. E 211, E 212, E 213: PAINT IS CHIPPING ON RAILING. F 108: PAINT IS CHIPPING ON WALL. (Work orders submitted)
Structural (Structural Damage, Roofs)	X			STAFF DINING: WATER DAMAGE TO CEILING. (Work order submitted)
External (Grounds, Windows, Doors, Gates, Fences)	X			A 205/OFC: HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD. (Work order submitted)

## Instructional Materials (School Year 2020-21)

### *Sufficiency of Instructional Materials*

Fontana Unified School District held a public hearing on December 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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.

### *Adoption of Instructional Materials*

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

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 district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

### *History/Social Studies & Science Curricula*

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in 2019, adoption for grades four and five was completed in 2020, and grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

## Quality, Currency, & Availability

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
11th-12th	AP Literature	WW. Norton & Co.	Norton Introduction to Literature	2016	Yes	0.00%
12th	English/Language Arts	The California State University	Expository Reading and Writing Course, 2nd Edition	2013	Yes	0.00%
11th-12th	English/Language Arts	Bedford/St. Martin	The Language of Composition	2016	Yes	0.00%
9th-12th	English/Language Arts	The College Board	Springboard, English Language Arts for 9-12	2017	Yes	0.00%
9th-12th	Advanced Algebra	Cengage	Advanced Algebra with Financial Application	2015	Yes	0.00%
9th-12th	Intro to College Math	McGraw-Hill	Beginning and Intermediate Algebra	2017	Yes	0.00%
9th-12th	Integrated Math	Houghton Mifflin Harcourt	Integrated Math Level 1-3	2015	Yes	0.00%
9th-12th	Pre-Calculus	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
9th-12th	Trigonometry	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
9th-12th	AP Calculus	Pearson	Calculus: Graphical, Numerical, Algebraic	2014	Yes	0.00%
9th-12th	Calculus	Prentice Hall	Calculus	2015	Yes	0.00%
9th-12th	AP Statistics	W. H. Freeman	The Practice of Statistics	2014	Yes	0.00%
9th-12th	Statistics	Pearson	Stats in Your World	2014	Yes	0.00%
11th-12th	AP American Government	McGraw Hill	American Democracy Now	2016	Yes	0.00%
12th	AP Economics	Glencoe/McGraw-Hill	Economics: Principles, Problems, and Policies	2006	Yes	0.00%
9th-12th	US History	Impact	Impact United States History	2019	Yes	0.00%
9th-12th	World History	Impact	Impact World History	2019	Yes	0.00%
9th-12th	Economics	Impact	Impact Economics	2019	Yes	0.00%
9th-12th	American Government	Impact	Impact American Government	2019	Yes	0.00%
9th-12th	AP European History	Prentice Hall	Western Heritage Since 1300	2015	Yes	0.00%
11th-12th	AP Psychology	BFW Wsorth	Psychology in Modules AP	2016	Yes	0.00%
11th-12th	AP US History	McDougal Littell	The American Pageant	2006	Yes	0.00%
9th-12th	AP World History	Bedford	Ways of the World	2016	Yes	0.00%
9th-12th	Psychology	McGraw Hill	Psychology	2020	Yes	0.00%
9th-12th	Sociology	McGraw Hill	Sociology	2020	Yes	0.00%
9th-12th	AP Biology	Pearson Prentice Hall	Campbell Biology	2014	Yes	0.00%
9th-12th	AP Chemistry	Prentice Hall	Chemistry: The Central Science	2014	Yes	0.00%
9th-12th	AP Environmental Science	Bedford, Freeman & Worth	Environmental Science	2014	Yes	0.00%
9th-12th	AP Physics	Pearson	College Physics	2014	Yes	0.00%
9th-12th	Biology	Pearson/Prentice Hall	California Biology	2007	Yes	0.00%
9th-12th	Chemistry	Glencoe/McGraw-Hill	Chemistry: Matter & Change	2007	Yes	0.00%
9th-12th	Geology	Holt, Rinehart & Winston	Earth Science	2007	Yes	0.00%
9th-12th	Marine Biology	Amsco Publications	Marine Biology and Oceanography 2nd Ed	2007	Yes	0.00%
12th	Organic Chemistry	John Wiley & Sons	Organic Chemistry	2018	Yes	0.00%
9th-12th	Physics	Holt, Rinehart & Winston	Physics	2007	Yes	0.00%
9th-12th	Physiology	Benjamin Cummings/ Pearson Ed.	Human Anatomy & Physiology	2007	Yes	0.00%
9th-12th	Forensic Science	Pearson/Prentice Hall	Forensic Science	2008	Yes	0.00%
9th-12th	AP French	Pearson	Allons Au-dela	2014	Yes	0.00%
9th-12th	AP Spanish Language	Vista Higher Learning	Temas	2014	Yes	0.00%
9th-12th	AP Spanish Lit.	Pearson	Reflexiones	2014	Yes	0.00%
9th-12th	French	Vista Higher Learning	Daccord Level 1-3	2015	Yes	0.00%
9th-12th	Spanish	McGraw-Hill	Asi Se Dice Level 1-3	2017	Yes	0.00%
9th-12th	Spanish	McGraw-Hill	El Español Para Nosotros Level 1-2	2017	Yes	0.00%

## Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	60	62	67	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	27	28	30	19	23	26	37	38	30
Science (Grades 5, 8, and 10)	--	--	18	--	--	18	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	550	538	97.82	2.18	67.47	545	99.09	0.91	30.09
Male	285	277	97.19	2.81	61.37	280	98.25	1.75	29.29
Female	265	261	98.49	1.51	73.95	265	100.00	0.00	30.94
Black or African American	52	52	100.00	0.00	53.85	52	100.00	0.00	25
Asian	24	24	100.00	0.00	79.17	24	100.00	0.00	54.17
Filipino	16	16	100.00	0.00	93.75	16	100.00	0.00	56.25
Hispanic or Latino	402	391	97.26	2.74	66.75	398	99.00	1.00	26.63
White	48	47	97.92	2.08	72.34	47	97.92	2.08	40.43
Socioeconomically Disadvantaged	377	368	97.61	2.39	63.59	374	99.20	0.80	28.88
English Learners	96	88	91.67	8.33	36.36	93	96.88	3.12	6.45
Students with Disabilities	41	40	97.56	2.44	15	40	97.56	2.44	0

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## College Entrance Info

### University of California

Admission requirements for the 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://admission.universityofcalifornia.edu/>.

### California State University

Eligibility for admission to the 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

Students 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
Students Enrolled in Courses Required for UC/CSU Admission (2019-20)	98.69%
Graduates Who Completed All Courses Required for UC/CSU Admission (2018-19)	53.88%

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

## Career Technical Education (CTE) Programs (School Year 2019-20)

Students are introduced to career technical education programs through a wide array of career pathways. Students 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. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career

Technical Courses. A variety of 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 using industry standard equipment under the guidance of industry professionals.

The following courses are available to students at the school:

### Career Pathways - Industry Sectors

- \* Arts, Media, and Entertainment
- \* Health Science and Medical Technology
- \* Marketing, Sales, and Service
- \* Transportation

### On-campus Courses

- \* Auto 1A
- \* Auto 1B
- \* Auto 2
- \* Digital Graphic Design 1A
- \* Digital Graphic Design 1B
- \* Exploring Computer Science
- \* Global Business
- \* Introduction to Computer Programming
- \* Logistics
- \* Logistics 1A
- \* TV Production 1
- \* TV Production 2
- \* Virtual Enterprise
- \* Automotive Engine Performance
- \* Automotive Service
- \* Sales and Merchandising

### 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, contact Tracey Vackar, Executive Director of College, Careers and Economic Development, at (909) 357-7600 ext 29180, or visit the state's career technical website at <http://www.cte.ca.gov>. 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 participated in CTE programs?	857
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	33.7%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	57.9%

**State Priority: Other Pupil Achievement**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

**Physical Fitness (School Year 2019-20)**

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfl>.

**Percentage of Students in Healthy Fitness Zone  
2018-19**

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.4%	19.9%	23.8%

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

**Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Parent Involvement (School Year 2020-21)**

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, AAPAC, Summit Parent Club, AP Parent Night, Seal of Biliteracy Celebration, 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, African American Parent Advisory Council, 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 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. Connect5 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>) 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.

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 announcement section of the site.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**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-teacher conferences, APEX, 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 APEX program 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. APEX classes are offered in the regular six-period schedule; students may also choose a period and seventh period semester class.



The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2019-20 school year was unavailable at the time of publication. Note: The National Center for Education Statistics graduation rate is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	16-17	17-18	18-19	16-17	17-18	18-19
School	2.6%	3.8%	1.8%	94.8%	94.0%	94.3%
District	6.0%	6.6%	4.8%	90.6%	90.0%	91.5%
State	9.1%	9.6%	9.0%	82.7%	83.0%	84.5%

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

## 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 second period by their grade level administration. All students are provided a handbook which outlines district policies, school rules, and behavior expectations. Teachers reinforce student responsibilities in classroom orientations at the beginning of the school year.

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.

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 SLO's (Student Learning Outcomes) 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.

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.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	10.43	4.70	2.80	0.12	0.10	0.00
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

## Safe School Plan (School Year 2020-21)

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 August 2020. 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

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	18	19	20	18	19	20	18	19	20	18	19	20
By Subject Area												
English	22	24	23	48	39	40	33	25	46	36	43	28
Mathematics	24	26	27	32	25	19	30	29	35	31	33	30
Science	24	28	25	29	15	26	20	23	18	27	34	35
Social Science	25	27	24	25	17	24	31	27	31	23	29	31

### Counseling & Support Staff (School Year 2019-20)

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.

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.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	421

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	6	6.0
Nurse	1	0.3
Psychologist	1	0.5
Resource Specialist (non-teaching)	3	2.1
Speech/Language/Hearing Specialist	1	0.4

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most 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.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that were professional development opportunities available to staff. Additionally, multiple partial day opportunities are available for staff. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

### Additional Internet Access/Public Libraries

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

## Advanced Placement Classes (School Year 2019-20)

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
Computer Science	3
English	7
Fine and Performing Arts	3
Foreign Language	5
Mathematics	6
Science	5
Social Science	22
Totals	51
Percent of Students in AP Courses	30%

## District Revenue Sources (Fiscal Year 2019-20)

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

- After School Learning & Safe Neighborhood Partnerships
- 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
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

## District Expenditures (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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	\$7,799
From Supplemental/Restricted Sources	\$1,191
From Basic/Unrestricted Sources	\$6,608
District	
From Basic/Unrestricted Sources	\$6,286
Percentage of Variation between School & District	5.1%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	-14.7%

## Teacher & Administrative Salaries (Fiscal Year 2018-19)

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		
2018-19		
	District	State
Beginning Teachers	\$48,932	\$50,029
Mid-Range Teachers	\$78,912	\$77,680
Highest Teachers	\$105,055	\$102,143
Elementary School Principals	\$121,535	\$128,526
Middle School Principals	\$121,535	\$133,574
High School Principals	\$133,944	\$147,006
Superintendent	\$250,000	\$284,736
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	33.0%
Administrative Salaries	4.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2018-19)

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	\$91,363
District	\$88,170
Percentage of Variation	3.6%
School & State	
All Unified School Districts	\$83,052
Percentage of Variation	10%