

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
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2020-2021 School Accountability Report Card

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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/guardians and community members should contact the school principal or the district office.

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 Profile

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.

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.

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	49.5
Male	50.5
Non-Binary	
Black or African American	9.2
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	3.4
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.3
White	6.9
Two or More Races	2.1
Socioeconomically Disadvantaged	64.4
EL Students	9.9
Students with Disabilities	10.6
Foster Youth	0.7
Homeless	0.6
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
9th	694
10th	607
11th	705
12th	618
Total	2624

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 tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.1	64.8	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.6	0.6	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	3.6	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	4.0	19.7	1.1	12115.8	4.4
Unknown	30.8	27.0	407.0	23.7	18854.3	6.9
Total Teaching Positions	114.4	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	4.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.1

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	4.5
Total Out-of-Field Teachers	4.5

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5

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 intersession 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 December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/24/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	G 107/ OFC: 4. CEILING TILE HAS HOLE. E 205, KITCHEN: 4. WATER STAIN CEILING TILE. B 106, C 103, C 205, C 209, C 210, D 206, E 206, F 102, G 102, H 201, J 104, L 7, LIBRARY, STAFF DINING, WRK RM, WRK RM, H 108, RR: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	J 108: 7. OUTLET COVER IS MISSING. H 108: 7. WATER STAIN IN LIGHT DIFFUSER.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	C 110: 9. EXTERIOR OUTLET COVER IS MISSING. RR: 9. EXTERIOR WATER FAUCET IS LEAKING.
SAFETY: Fire Safety, Hazardous Materials	Good	E 103, E 104, E 105, H 107, J 101, J 102/ WRESTLING, J 103/ DANCE: 11. PAINT IS CHIPPING ON DOOR. KITCHEN: 11. PAINT IS CHIPPING ON DOUBLE DOORS. G 104: 11. PAINT IS CHIPPING ON FLOOR. D 105, D 106, D 107: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR. GYMNASIUM: 11. PAINT IS CHIPPING ON MAIN DOUBLE DOORS.
STRUCTURAL: Structural Damage, Roofs	Good	F 101: 12. PANEL IS LOOSE ON BEAM AT WALKWAY. RR: 12. WATER DAMAGE TO CEILING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Instructional Materials (School Year 2020-21)

Quality, Currency, & Availability

The table displays information collected in December 2021 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 2021

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	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%
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	Biology	Pearson/Prentice Hall	California Biology	2007	Yes	0.00%
9th-12th	Chemistry	W.H. Freeman	Living by Chemistry	2019	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	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%

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 22, 2021, 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 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.

History/Social Studies and 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 Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

English Language Arts Curricula

The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. Grades 6-8 adopted new materials in 2016. Grades 9-12 adopted materials in 2017.

Mathematics Curricula

The district currently uses materials that have been approved by the state as aligned to the state standards. Grades 6-8 adopted materials 2014 and grades 9-12 adopted materials in 2015.

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 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).

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, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. 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, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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.

Note: 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.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	--	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
Student Group	English Language Arts				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	663	589	89%	11%	39%
Male	331	292	88%	12%	42%
Female	332	297	89%	11%	36%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	29	28	97%	3%	79%
Native Hawaiian or Pacific Islander	3	3	100%	0%	--
Filipino	23	23	100%	0%	70%
Hispanic or Latino	493	430	87%	13%	35%
Black or African American	54	48	89%	11%	27%
White	46	42	91%	9%	40%
Two or More Races	14	14	100%	0%	50%
EL Students	64	52	81%	19%	8%
Foster Youth	5	5	100%	0%	--
Homeless	--	9	8	89%	11%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	418	378	90%	10%	37%
Migrant Education			0%	0%	
Students with Disabilities	77	53	69%	31%	4%

Assessment Results by Student Group					
Student Group	Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	663	591	89%	11%	58%
Male	331	289	87%	13%	58%
Female	332	302	91%	9%	59%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	29	28	97%	3%	71%
Native Hawaiian or Pacific Islander	3	3	100%	0%	--
Filipino	23	22	96%	4%	82%
Hispanic or Latino	493	434	88%	12%	57%
Black or African American	54	47	87%	13%	49%
White	46	42	91%	9%	64%
Two or More Races	14	14	100%	0%	43%
EL Students	61	49	80%	20%	6%
Foster Youth	5	5	100%	0%	--
Homeless	--	9	8	89%	11%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	418	378	90%	10%	57%
Migrant Education			0%	0%	
Students with Disabilities	78	54	69%	31%	9%

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	
Students Enrolled in Courses Required for UC/CSU Admission (2020-21)	97.94%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	58.62%

Career Technical Education (CTE) Participation

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

2020-21 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	1201
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	36.80%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	40.90%

Career Technical Education (CTE) Programs

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 on career technical programs, ROP, partnership academies, and work experience, contact Tracey Vackar, Director of Career Technical Education, at (909) 357-7600 extension 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

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

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). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is no data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

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 2021-22)

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>) 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.
- Attendance

Dropout & Graduation Rates

The chart displays dropout and graduation rates for the most recent three-year period. Note: The National Center for Education Statistics graduation rate is provided in the table.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	18-19	19-20	20-21	18-19	19-20	20-21
School	1.8	2.2	1.7	94.3	97.3	95.0
District	4.8	3.8	5.0	91.5	92.9	89.8
State	9.0	8.9	9.4	84.5	84.2	83.6

Graduation Rates by Student Group				
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate	
All Students	585	556	95.0	
Female	304	295	97.0	
Male	281	261	92.9	
Non-Binary	0.0	0.0	0.0	
American Indian or Alaska Native	0	0	0.00	
Asian	22	19	86.4	
Black or African American	51	48	94.1	
Filipino	18	18	100.0	
Hispanic or Latino	436	416	95.4	
Native Hawaiian or Pacific Islander	--	--	--	
Two or More Races	12	12	100.0	
White	45	43	95.6	
EL Students	63	50	79.4	
Foster Youth	--	--	--	
Homeless	25	22	88.0	
Socioeconomically Disadvantaged	478	454	95.0	
Migrant Education	0.0	0.0	0.0	
Students with Disabilities	63	45	71.4	

Dropout Intervention

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.

Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2672	2634	435	16.5
Female	1317	1302	192	14.7
Male	1355	1332	243	18.2
American Indian or Alaska Native	3	3	0	0.0
Asian	88	87	9	10.3
Black or African American	244	241	49	20.3
Filipino	91	89	6	6.7
Hispanic or Latino	1987	1964	331	16.9
Native Hawaiian or Pacific Islander	10	9	3	33.3
Two or More Races	57	56	9	16.1
White	192	185	28	15.1
EL Students	265	257	67	26.1
Foster Youth	20	19	1	5.3
Homeless	26	25	6	24.0
Socioeconomically Disadvantaged	1734	1713	308	18.0
Migrant Education	0	0	0	0.0
Students with Disabilities	292	278	67	24.1

State Priority: School Climate

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

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

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 August 2021. 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

Suspensions & Expulsions

The tables display 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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	4.71	2.79	0.04	0.08	0.00	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.04	0.00
Female	0.08	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

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

Professional Development Days

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

Professional 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.

The district recently focused on knowledge of the Visible Learning Research to assist us in meeting our goal to ensure high quality first instruction for all of our students. Professional development for Teacher Clarity included a trainer of trainer's model, utilizing each school sites Instructional Leadership Team (ILT). The ILT participated in two days of training between September and November. The expectation after each day of training, was for them to go back and provide training to the teachers at their site.

All staff completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

Class Size

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

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Subject Area												
English	24	23	22	39	40	29	25	46	19	43	28	29
Mathematics	26	27	25	25	19	15	29	35	21	33	30	16
Science	28	25	16	15	26	8	23	18	10	34	35	30
Social Science	27	24	20	17	24	26	27	31	16	29	31	17

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	437

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	1.0

Advanced Placement Classes

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

2020-21 Advanced Placement Classes	
Subject	# of Courses
Computer Science	4
English	2
Fine and Performing Arts	1
Foreign Language	3
Mathematics	0
Science	4
Social Science	12
Totals	26
Percent of Students in AP Courses	21.7

District Revenue Sources (Fiscal Year 2020-21)

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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, are not controlled by law or donor. 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>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$8,001
School: From Supplemental/Restricted Sources	\$1,638
School: From Basic/Unrestricted Sources	\$6,363
District: From Basic/Unrestricted Sources	\$1,573
Percentage of Variation between School & District	304.51%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-24.64%

Teacher & Administrative Salaries

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 districts 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 web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$50,645	\$50,897
Mid-Range Teachers	\$85,346	\$78,461
Highest Teachers	\$109,766	\$104,322
Elementary School Principals	\$124,573	\$131,863
Middle School Principals	\$124,573	\$137,086
High School Principals	\$137,291	\$151,143
Superintendent	\$250,000	\$297,037
Teacher Salaries	31%	32%
Administrative Salaries	5%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$89,692
District	\$89,550
Percentage of Variation between School & District	0.16%
All Similar School Districts	\$84,665
Percentage of Variation between School & State	5.94%