

Fontana Unified School District

Summit High

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

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

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

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.

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 STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

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.

DISTRICT GOALS

- 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 STATEMENTS

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 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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.3
Male	51.7
Non-Binary	0
American Indian or Alaska Native	0.2
Asian	3.5
Black or African American	8.8
Filipino	3.7
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.6
White	7.5
Two or More Races	2.4
EL Students	10.5
Foster Youth	0.7
Homeless	1.5
Military	
Socioeconomically Disadvantaged	56.6
Migrant Education	
Students with Disabilities	10.3

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	639
10th	693
11th	594
12th	666
Total	2,592

CONDITIONS OF LEARNING

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 below 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>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.10	64.79	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.60	0.58	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.10	3.63	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.50	3.99	19.70	1.15	12,115.80	4.41
Unknown	30.80	26.99	407.00	23.67	18,854.30	6.86
Total Teaching Positions	114.40	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	99.60	86.19	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	2.40	2.13	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	3.43	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.50	5.70	31.90	1.82	11,953.10	4.28
Unknown	2.90	2.54	87.80	5.02	15,831.90	5.67
Total Teaching Positions	115.60	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.10	3.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.10	3.90

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.50	6.50
Total Out-of-Field Teachers	4.50	6.50

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	2.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0.00

FACILITY INSPECTION RESULTS

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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/22/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	G 107/ OFC: 4. CEILING TILE HAS HOLE. C 105: 4. CEILING TILE IS CRACKED. C 207, D 102, D 106, E 204, F- 210: 4. FORMICA IS BROKEN ON COUNTERS. E 205, KITCHEN: 4. WATER STAIN CEILING TILE. C 111, C 201, C 204, C 206, C 209, D 201, D 205, D 206, D 207, D 208/ OFC, D 210, E 201, E 203, E 206, E 209, E 210, E 211, E 213, F 102, F 204, F 205, F 206, F- 211, F- 213, G 102, G 202, H 108, H 201, J 105, L 7, LIBRARY, RR, STAFF DINING, WRK RM, WRK RM, D 203, C 205, E 212, F 201: 4. WATER STAIN CEILING TILES. D 203: 4. CEILING TILE HAS HOLE. C 205: 4. CEILING TILE IS LOOSE. E 212: 4. FORMICA IS BROKEN PN COUNTERS. F 201: 4. RUBBER MOLDING IS MISSING AND LOOSE AT BASE OF WALL.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	C 105, C 201, D 103, E 210, F 205: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. D 101/ OFC: 7. ELECTRICAL COVER IS MISSING/ NO CLOCK. H 108: 7. LIGHT DIFFUSER IS LOOSE. F- 212: 7. LIGHT DIFFUSER IS MISSING. C 204: 7. TWO LIGHT PANELS ARE OUT. C 110: 9. EXTERIOR OUTLET COVER IS MISSING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	H 107: 11. PAINT IS CHIPPING ON DOOR. KITCHEN: 11. PAINT IS CHIPPING ON DOUBLE DOORS. G 104: 11. PAINT IS CHIPPING ON FLOOR. 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	J 106: 14. ROOM NUMBER SIGN IS MISSING. C 209: 15. DOOR DOES NOT CLOSE PROPERLY.

SCHOOL FACILITIES

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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 11th-12th / Course: AP Literature / Publisher: WW. Norton & Co. / Series: Norton Introduction to Literature / Adoption: 2016	Yes (State)	0
	Grade: 12th / Course: English/Language Arts / Publisher: The California State University / Series: Expository Reading and Writing Course, 2nd Edition / Adoption: 2013	Yes (State)	0
	Grades: 11th-12th / Course: AP Language / Publisher: Bedford/St. Martin / Series: The Language of Composition / Adoption: 2016	Yes (State)	0
	Grades: 9th-12th / Course: English/Language Arts / Publisher: The College Board / Series: Springboard, English Language Arts for 9-12 / Adoption: 2017	Yes (State)	0
Mathematics	Grades: 9th-12th / Course: Advanced Algebra / Publisher: Cengage/National Geographic Learning / Series: Advanced Algebra with Financial Application / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Intro to College Math / Publisher: McGraw-Hill / Series: Beginning and Intermediate Algebra / Adoption: 2017	Yes (State)	0
	Grades: 9th-12th / Course: Integrated Math / Publisher: Houghton Mifflin Harcourt / Series: Integrated Math Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Pre-Calculus / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: Trigonometry / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Calculus / Publisher: Pearson / Series: Calculus: Graphical, Numerical, Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Statistics / Publisher: W. H. Freeman / Series: The Practice of Statistics / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: 11th-12th / Course: AP American Government / Publisher: McGraw Hill / Series: American Democracy Now / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP Economics / Publisher: McGraw Hill / Series: Economics: Principles, Problems, and Policies / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: US History / Publisher: McGraw Hill / Series: Impact United States History & Geography: Continuity & Change / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: World History / Publisher: McGraw Hill / Series: Impact World History, Culture & Geography: The Modern World / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: Economics / Publisher: McGraw Hill / Series: Impact Principles of Economics / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: American Government / Publisher: McGraw Hill / Series: Impact Principles of American Democracy / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: AP European History / Publisher: Prentice Hall / Series: Western Heritage Since 1300 / Adoption: 2015	Yes (State)	0
	Grades: 11th-12th / Course: AP Psychology / Publisher: Bedford Freeman Worth / Series: Psychology in Modules AP / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP US History / Publisher: Cengage / Series: The American Pageant / Adoption: 2006	Yes (State)	0
	Grades: 9th-12th / Course: AP World History / Publisher: Bedford, Freeman and Worth / Series: Ways of the World / Adoption: 2016	Yes (State)	0
	Grades: 9th-12th / Course: Psychology / Publisher: McGraw Hill / Series: Understanding Psychology / Adoption: 2020	Yes (State)	0
	Grades: 9th-12th / Course: Sociology / Publisher: McGraw Hill / Series: Sociology & You / Adoption: 2020	Yes (State)	0

Science	Grades: 9th-12th / Course: Biology / Publisher: Savvas / Series: Miller Levine Biology / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Chemistry / Publisher: Savvas / Series: Experience Chemistry / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Physics / Publisher: Savvas / Series: Experience Physics / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth / Series: Living by Chemistry / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: Geology / Publisher: Holt / Series: Earth Science / Adoption: 2007	Yes (State)	0
	Grades: 9th-12th / Course: Earth Science / Publisher: Biozone International / Series: Earth and Space Sciences for NGSS / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Marine Biology / Publisher: Perfection Learning / Series: Marine Biology and Oceanography / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Forensic Science / Publisher: Pearson / Series: Forensic Science: An Introduction / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Astronomy / Publisher: McGraw Hill / Series: Explorations / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill / Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Environmental Science / Publisher: McGraw Hill / Series: Environmental Science / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth / Series: Biology for the AP Course / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Chemistry / Publisher: Pearson / Series: Chemistry: A Molecular Approach / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 9th-12th / Course: AP French / Publisher: Pearson / Series: Allons Au-dela / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Spanish Language / Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Spanish Lit. / Publisher: Pearson / Series: Reflexiones de la literatura hispánica / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: French / Publisher: Vista Higher Learning / Series: D'Accord Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice! Level 1-3 / Adoption: 2017	Yes (State)	0
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: El Español Para Nosotros Level 1-2 / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	63	34	47
Mathematics (Grades 3-8 and 11)	25	18	33
Science (Grades 5, 8, and 10)	25	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	556	545	98.02	1.98	63.30
Male	272	268	98.53	1.47	63.81
Female	284	277	97.54	2.46	62.82
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	21	20	95.24	4.76	70.00
Black or African American	59	58	98.31	1.69	46.55
Filipino	21	21	100.00	0.00	66.67
Hispanic or Latino	392	386	98.47	1.53	64.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	40	95.24	4.76	72.50
Two or More Races	16	15	93.75	6.25	66.67
EL Students	40	39	97.50	2.50	10.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	290	285	98.28	1.72	62.11
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	41	38	92.68	7.32	18.42

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	556	534	96.04	3.96	25.47
Male	272	261	95.96	4.04	29.12
Female	284	273	96.13	3.87	21.98
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	21	20	95.24	4.76	45.00
Black or African American	59	57	96.61	3.39	15.79
Filipino	21	21	100.00	0.00	52.38
Hispanic or Latino	392	375	95.66	4.34	22.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	48.78
Two or More Races	16	15	93.75	6.25	13.33
EL Students	40	36	90.00	10.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	290	282	97.24	2.76	23.40
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	41	38	92.68	7.32	0.00

Assessment Results by Student Group - Science

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,180	1,145	97.03	2.97	24.98
Male	587	572	97.44	2.56	28.15
Female	593	573	96.63	3.37	21.82
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	48	47	97.92	2.08	44.68
Black or African American	113	110	97.35	2.65	15.45
Filipino	47	47	100.00	0.00	46.81
Hispanic or Latino	843	815	96.68	3.32	22.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	87	97.75	2.25	43.68
Two or More Races	30	29	96.67	3.33	20.69
EL Students	95	91	95.79	4.21	0.00
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	635	613	96.54	3.46	22.51
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	99	89	89.90	10.10	1.12

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	98.19
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	60.56

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	835
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	59.7
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION 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/>.

OTHER OUTCOMES

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 ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	99	99	100	99	99

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

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.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2,765	2,678	676	25.2
Female	1,322	1,291	350	27.1
Male	1,442	1,386	325	23.4
Non-Binary				
American Indian or Alaska Native	4	4	1	25
Asian	95	95	13	13.7
Black or African American	243	237	61	25.7
Filipino	98	95	6	6.3
Hispanic or Latino	2,021	1,949	517	26.5
Native Hawaiian or Pacific Islander	18	18	10	55.6
White	214	209	55	26.3
Two or More Races	66	65	11	16.9
EL Students	317	303	106	35
Foster Youth	33	24	5	20.8
Homeless	50	48	21	43.8
Military				
Socioeconomically Disadvantaged	1,595	1,544	449	29.1
Migrant Education	0	0	0	0
Students with Disabilities	293	274	105	38.3

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	2.2	1.7	3.8	97.3	95.0	94.6
District	3.8	5.0	5	92.9	89.8	92.1
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	664	628	94.6
Female	330	319	96.7
Male	334	309	92.5
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	--
Asian	30	29	96.7
Black or African American	59	56	94.9
Filipino	26	26	100
Hispanic or Latino	483	455	94.2
Native Hawaiian or Pacific Islander	--	--	--
White	53	49	92.5
Two or More Races	--	--	--
EL Students	73	60	82.2
Foster Youth	--	--	--
Homeless	30	21	70
Military			
Socioeconomically Disadvantaged	528	495	93.8
Migrant Education	0	0	0
Students with Disabilities	77	61	79.2

DROPOUT PREVENTION

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.

PARENT ENGAGEMENT

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

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.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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 AND 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 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 and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	2.79	0.04	4.56	0	0	0.04
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	4.56	0.04
Female	3.78	0
Male	5.2	0.07
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	3.16	0
Black or African American	8.64	0
Filipino	2.04	0
Hispanic or Latino	4.35	0.05
Native Hawaiian or Pacific Islander	0	0
White	2.8	0
Two or More Races	7.58	0
EL Students	7.57	0
Foster Youth	9.09	0
Homeless	2	0
Military		
Socioeconomically Disadvantaged	5.2	0.06
Migrant Education	0	0
Students with Disabilities	6.48	0

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 AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

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.

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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	432

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.2
Other	1.0

COUNSELING AND SUPPORT SERVICES

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.

CLASS SIZE DISTRIBUTION

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.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	23	22	24	40	29	43	46	19	28	28	29	44
Mathematics	27	25	27	19	15	19	35	21	39	30	16	29
Science	25	29	25	26	8	15	18	10	27	35	30	25
Social Science	24	20	25	24	26	30	31	16	28	31	17	28

ADVANCED PLACEMENT

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	
2021-22	Number of Courses
Computer Science	4
English	8
Fine and Performing Arts	2
Foreign Language	5
Mathematics	5
Science	5
Social Science	17
Totals	47
Percent of Students in AP Courses	25.2

DISTRICT REVENUE SOURCES

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

- 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

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, 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>.

2020-21 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	\$ 6,057
Percentage of Variation between School & District	5.05 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-3.5 %

TEACHER AND 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 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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

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

2020-21 Average Teacher Salary	
School	\$ 89,692
District	\$ 89,523
Percentage of Variation between School & District	0.19 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	5.07 %

DISCIPLINE AND 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.