

# SUMMIT HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

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## 2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

### Principal's Message

I invite you to explore Summit High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing improvement. Summit High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for students. Summit High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

### Mission Statement

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

### Parent Involvement

Parents are encouraged to become involved in Summit High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, Student Performances, Parent Meetings, GATE Advisory Committee, 4.0 Breakfast, 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, booster clubs, and the Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish and takes place through a variety of formats. The school's newsletter, the *Summit Scene*, is published quarterly and features helpful tips for parents, highlights of recent accomplishments, upcoming events information, and articles related to the current or upcoming quarter's instructional activities. TeleParent is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. The school website (<http://www.summithigh.net>) features general information about the school, staff, and programs. Staff e-mail addresses and phone numbers are available on the high school's website; parents are encouraged to take advantage of this tool to communicate with their child's teachers and school administrators. Parents seeking more information or who want to get involved in the school community may obtain

### District Goals

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

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

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

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

a copy of the Parent Involvement Brochure in the main office foyer or contact the school receptionist at (909) 357-5950.

## School Profile

During the 2007-08 school year, Summit High School enrolled 1,893 students in ninth through eleventh grade on a traditional school year calendar, including 9.93% in special education, 19% qualifying for English Learner support, and 54.26% qualifying for free or reduced price lunch. Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make Summit High School the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. As a WASC accredited institution (Western Association of Schools and Colleges), Summit High is committed to providing a rigorous, challenging academic program.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 1,893

African-Amer.	16.9%
Amer. Indian or Alaskan Native	0.3%
Caucasian	9.8%
Asian	2.7%
Filipino	3.2%
Hispanic or Latino	66.0%
Pacific Islander	0.5%
Multiple or No Response	0.7%

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Summit High. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created its multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Summit High provided individualized intervention programs for those students not meeting grade level proficiency standards.

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

## Standardized State Assessments

Students at Summit High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

## California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at

the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

## Physical Fitness

In the spring of each year, Summit High is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 21.5% of ninth grade students were in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The

	California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	Summit High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	34	37		30	34		43	46	
Math	9	11		27	30		40	43	
Science	27	31		23	31		38	46	
History	19	26		17	19		33	36.00	

*Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.*

	California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08							
	Summit High							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
English-Language Arts	33	*	66	70	33	*	48	
Math	4	*	36	31	10	*	11	
Science	22	*	73	60	28	*	44	
History	23	*	42	50	24	*	31	

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

	California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08					
	Summit High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	34	39	8	33	1	
Math	12	9	3	12	1	
Science	34	28	6	28	0	
History	31	22	6			

**California High School Exit Exam  
All Students  
Percentage of Students Scoring at Proficient & Advanced Levels**

	Summit High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	-	35.6	51.1	37.8	33.6	48.6	49.1	42.3	52.9
Mathematics	-	31.4	46.8	38.5	38.0	49.9	42.7	40.5	51.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

**California High School Exit Exam  
Percentage of Students Scoring in Each Performance Level  
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
	All Students	50.9	44.6	4.5	57.3	31.3
Male	53.0	45.2	1.9	54.6	32.2	13.2
Female	49.0	44.2	6.8	59.8	30.4	9.8
African American	51.7	46.1	2.2	64.8	33.0	2.2
American Indian or Alaskan Native	*	*	*	*	*	*
Asian	27.3	72.7	0.0	18.2	27.3	54.5
Filipino	26.1	56.5	17.4	13.0	39.1	47.8
Hispanic or Latino	54.7	40.6	4.8	60.5	29.6	9.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	38.2	60.0	1.8	48.2	39.3	12.5
English Learners	65.9	32.4	1.6	68.5	24.3	7.2
Socioeconomically Disadvantaged	56.1	40.3	3.6	58.4	30.7	10.9
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	92.6	7.4	0.0	94.5	5.5	0.0

\*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

**Academic Performance Index (API)  
Three-Year Performance Comparison**

	API Rank		
	2005	2006	2007
Statewide Rank	-	-	4
Similar Schools Rank	-	-	5

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	693	-	-	22
Ethnic Subgroups				
African-Amer.	672	-	-	3
Hispanic or Latino	680	-	-	26
Caucasian	728	-	-	7
Other Subgroups				
Economically Disadvantaged	677	-	-	18
English Learners	630	-	-	21
Students with Disabilities	424	-	-	

Since API Base, Growth and Target information for both schoolwide and subgroup data is calculated based on prior year performance, Summit High only has base information for the 2007-08 cycle.

CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 66% of Summit High's tenth grade students who took the test passed the math portion of the exam and 73% passed the English/Language Arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

**Academic Performance Index**

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

**Adequate Yearly Progress (AYP)**

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Summit High	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 33.4% of high school students must be proficient in language arts and 32.2% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report (page 3) illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Summit High was ineligible to participate in the Title I program and is therefore not subject to comply with Title I participation requirements.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools may transfer to a non-PI school within their district. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Title I Program Improvement (PI) Status		
	Summit High	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

## School Facilities & Safety

Summit High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2006. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The campus library is shared with the San Bernardino County library system and open to the public after school hours Monday-Thursday until 8:00 p.m. and on Saturdays from 9:00 a.m. to 5:00 p.m. Summit High School's campus includes state-of-the-art culinary arts classrooms, virtual business classrooms, and an automotive shop.

Campus Description	
Year Built	2006
	Qty.
# of Permanent Classrooms	100
# of Portable Classrooms	0
# of Restrooms (student use)	6 sets
Gymnasium	1
Staff Lounge/Lunch Room	1
Teacher Work Rooms	6
Multipurpose Room	1
Library*	1
Computer Labs (stationary)	3

\*Joint use facilities shared with San Bernardino County library system.

### 2007-08 Campus Improvement Projects

- Installation of additional outdoor furniture
- Installation of perimeter fencing
- Installation of surveillance cameras
- Upgraded lighting
- Homerun fences installed
- Ceramics and dance room equipped
- Storage containers and disaster supplies purchased

### 2008-09 Campus Improvement Projects

- Install marquee
- Install shade structures
- Install electronic scoreboards
- Improvement to athletic fields
- Install wiring projector mounts
- Upgrade East campus exit
- Improve multipurpose room lighting and sound

## Campus Supervision

Summit High 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, six campus security officers are strategically placed at designated locations and teachers circulate around the campus monitoring student behavior. During lunch, six campus security officers, the principal, assistant principals, and school resource officer share supervision of students in the cafeteria and common gathering areas. When students are dismissed at the end of the day, the principal, all assistant principals, the counselors, teachers, and three security officers are stationed at strategic locations to direct traffic and ensure students leave campus in a safe and orderly manner. All administrators, security staff, office staff, and custodians carry hand-held radios for effective routine and emergency communications.

Summit High 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.

## School Site Safety 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 Spring 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: 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, and conflict resolution.

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

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

Two full-time day custodians and ten 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 custodians and principal 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, assistant principals, and security officers check restrooms frequently throughout the day as a proactive measure in keeping facilities stocked, safe, and sanitary. An assistant principal communicates daily with custodians via hand-held radios to quickly address maintenance and safety issues.

## District Inspection Results

The district's maintenance department inspects facilities and operating systems at Summit High School at least twice a year. A formal inspection report is filed annually

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: February 7-12, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		B107 Kitchen: Clean ceiling vents. Replace filters.
Windows/Doors/Gates (interior and exterior)	✓		PE101 Gym: Adjust south side entry doors - hard to open and close. D207: Repair door closure.
Interior Surfaces (walls, floors, and ceilings)	✓		Rooms B101 (MPR), A201, A208, B106, B108, L1, L3, L7, Boys' Lockers, PE102 Ticket Booth, D201, E212, E201, F103: Replace stained ceiling tiles. W.O. #50154. Boys' Team Lockers: Replace missing tiles. Room L1: Reattach loose base coving by SW entry. Room C104, C201, C206: Check for leaks and replace stained ceiling tiles. G202: Fix or replace ceiling tiles as needed. Room H108: Replace broken ceiling tile. Clean stains off of ceiling light diffuser.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		L5 Career Center: Replace fire extinguisher out-of-date. Room L2: Replace missing fire extinguisher. Room F211: Replace missing signage for room identification. W.O.#1498
Electrical (interior and exterior)	✓		Room PE103: Replace missing ceiling light diffuser. Rooms C111, C204: Repair broken floor outlets and covers. Room F104: Fix outlet by TV counter, only socket has power.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		PE Men's Restroom: Repair leaky faucet in sink.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		PE102 Ticket Booth, D201, F103: Check for leaks.
Overall Cleanliness	✓		B107 Kitchen: Clean ceiling vents. Replace filters.
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
	✓		

**Rating Description:**  
*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.*

in accordance with Education Code §17592.72(c) (1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place from February 7-12, 2008. During the 2007-08 school year, 100% of restrooms were fully operational and available for student use at all times.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Summit High received \$43,381 of deferred maintenance funds which were used for electrical, flooring, lighting, projects throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Summit High School are guided by district policies, school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Aware of the cultural diversity of Summit High'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.

	Summit High		
	05-06	06-07	07-08
Suspensions (#)	-	231	411
Suspensions (%)		19.20%	21.71%
Expulsions (#)	-	23	38
Expulsions (%)		1.91%	2.01%

  

	FUSD High Schools		
	05-06	06-07	07-08
Suspensions (#)	1666	1148	2156
Suspensions (%)	21.30%	12.84%	17.00%
Expulsions (#)	109	110	150
Expulsions (%)	1.39%	1.23%	1.18%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

At the beginning of the school year, students are informed of school rules and behavior expectations at grade level discipline assemblies. Teachers reinforce student responsibilities in classroom orientations at the beginning of the school year. All students are provided a student handbook which outlines district policies, school rules, and behavior expectations. On Fridays, the principal addresses the entire student body through the school's intercom system; motivational messages and student recognition announcements are set to background music in an effort to create a positive, inspirational learning

environment. Throughout the year, students are reminded of their academic and behavior responsibilities through daily bulletins read by the teacher 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 the counselor or an assistant principal, depending on the nature of the misconduct. When administering consequences, the counselor/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, counseling, and sports. Counselors 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.

Responsible students may participate in the Link Crew and Peer Leading 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 Leading is an elective course.

### Student Recognition Programs

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 4.0 Breakfast; parents are invited to participate in the event. At the end of each quarter, students earning a 3.0 GPA on their report card are invited to an ice cream social. Students who improve their grades may qualify to receive Andrus Bucks which may be redeemed for a free frozen slushy drink.

### Enrichment & Extracurricular Activities

Many enrichment and extracurricular activities are embedded in the school curriculum as elective courses and supplemented with after school activities sponsored by the school and Associated Student Body (ASB). A comprehensive listing of clubs, sports, and special events is located on Summit High school website.

### Dropouts

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

reduce dropout rates include counseling, parent-student-counselor conferences, 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 Study Team (SST) process, and concurrent enrollment in a community college. Parents are encouraged to obtain a copy of Summit High School's SPARC report (Support Personnel Accountability Report) for more detailed information about support services and school resources.

In the Dropout & Graduation Rates table in this report, 2006-07 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment\*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	Summit High		
	04-05	05-06	06-07
Dropout Rate (%)	-	-	1.4
Graduation Rate (%)	-	-	0
FUSD			
Dropout Rate (%)	3.1	3.8	6.2
Graduation Rate (%)	82.3	77.6	78.9
California			
Dropout Rate (%)	3.1	3.5	4.4
Graduation Rate (%)	85.0	83.0	97.3

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2006-07**		
Summit High	FUSD	California
99.9%	73.2%	80.5%

Graduation Rate Formula:  
# of Graduates divided by CBEDS 12th Grade Enrollment

\*\*Most current information available.

### Class Size & Teaching Load

The Teaching Load table in this report illustrates the distribution of class sizes in each core subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
	2006-07			
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.7	8	27	15
Math	32.3	2	8	24
Science	34.0	1	8	23
Social Science	31.1	1	8	7
2007-08				
English	28.3	15	40	19
Math	32.0	4	24	36
Science	33.0	1	10	29
Social Science	31.8	2	12	20

## Curriculum & Instruction

### Staff Development

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

During the 2007-08 school year, Summit High School held three staff development buy-back days which focused on the following:

- Zangle
- OARS
- UnitedStreaming
- ESLR's
- Alignment instruction assessment interventions

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	9*	3

\* half days.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

District Adopted Textbooks (Grades 9-12)	
Publisher	Year Adopted
<b>Language Arts</b>	
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	2003
Hampton Brown; <i>Shining Star</i>	2004
<b>Math</b>	
Prentice Hall; <i>Algebra I</i>	2008
Prentice Hall; <i>Geometry: Tools for A Changing World</i>	2008
McDougal Littell; <i>Geometry: Applying, Reasoning, Measuring</i>	2008
McDougal Littell; <i>Algebra II</i>	2008
<b>Science</b>	
Glencoe; <i>Earth Science</i>	2007
Pearson/Prentice Hall; <i>California Biology</i>	2007
Glencoe; <i>Chemistry: Matter and Change</i>	2007
Holt; <i>Earth Science</i>	2007
Pearson/Benjamin-Cummings; <i>Human Anatomy &amp; Physiology</i>	2007
<b>Social Science</b>	
McDougal Littell; <i>World Geography</i>	2006
Teachers Curriculum Institute; <i>Geography Alive</i>	2006
McDougal Littell; <i>Modern World History</i>	2006
McDougal Littell; <i>The Americans</i>	2006
Prentice Hall; <i>Economics</i>	2006
Prentice Hall; <i>Magruder's American</i>	2006

## Admission Requirements for California Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

Enrollment In and Completion of UC/CSU-Required Courses 2006-07*	
	%

Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	27.9
Graduates Who Completed All Courses Required for UC/CSU Admission	82.3

\*Most current data available.

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### 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. During the 2007-08 school year, Summit High did not offer any advanced placement courses, since only ninth and tenth grade students attended.

### Workforce Preparation

Students receive counseling from guidance staff regarding career paths and courses of study. Students are introduced to career technical education programs, work experience, regional occupational programs, and workability programs. Career education courses comply with state-adopted Career Technical Education and academic standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of regional occupational courses are available to help prepare high school students for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The Career Technical Education Program table in this report shows the total number of students participating in the high school's vocational education and regional occupational programs

and their completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

#### On Campus ROP Programs 2007-08

Automotive Systems  
Automotive Engine Performance  
Careers in Marketing Education & Retail Sales

#### On Campus Career Technical Education Courses

Business Technology  
Broadcasting Technology

#### Career Technical Educational (CTE) Program Participation 2007-08

Total Number of Students Participating in CTE Programs	1,310
Percentage of Students Completing CTE Program and Earning a High School Diploma	69.00%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*

\*Articulation agreements with:

Chaffey Community College - 91 Courses  
San Bernardino Valley College - 25 Courses  
Victor Valley College - 23 Courses

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Summit High employed 74 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

#### Teacher Credentials & Assignments

	Summit High				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	-	50	79		1823	1885	1869	
Teachers with Full Credential	-	48	74		1723	1802	1764	
Teachers without Full Credential	-	2	5		69	83	105	
Teachers in Alternative Routes to Certification	-	3	5		91	72	76	
Pre-Internship	-	0	0		0	0	0	
Teachers with Emergency Permits	-	0	1		33	19	96	
Teachers with Waivers	-	0	0		0	1	0	
Teachers Teaching Outside Subject Area	-	2	7		34	33	32	
Teacher Misassignments - Total	-	7	5	3	392	270	41	24
Other Misassignments of Certificated Staff	-	0	2	0	13	0	9	3
Teacher Misassignments for English Learners	-	7	3	3	379	270	32	21
Teacher Vacancies	-	0	0	0	4	0	2	5

#### Percentage of Core Classes:

	Taught by NCLB Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Summit High	96.7	3.3
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

#### Teacher Education Levels 2007-08

	Summit High	FUSD
	%	%
Doctorate	1.3	1.5
Master's Degree plus 30 or more semester hours	32.9	34.6
Master's Degree	3.8	1.1
Bachelor's Degree plus 30 or more semester hours	46.8	49.2
Bachelor's Degree	15.2	11.3
Less than a Bachelor's Degree	0.0	2.2

## Counseling & Support Services Staff

Summit High 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 Study Team (SST) meets frequently 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 SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

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'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.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	5	5.0
Psychologist	2	2.0
School Nurse	1	0.2
Health Assistant	1	0.6
LSH	1	0.4

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:378

LSH = Language/Speech/Hearing

- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

### Salary Comparison 2006-07

	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

### Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds

to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Current Expense of Education per Pupil 2006-07

Expenditures Per Pupil	Dollars Spent per Student				
	Summit High	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$1,930	\$7,516	25.7%	N/A	N/A
Restricted (Supplemental)	\$290	\$2,456	11.8%	N/A	N/A
Unrestricted (Basic)	\$1,640	\$5,060	32.4%	\$5,300	30.9%
Average Teacher Salary	\$55,344	\$64,747	85.5%	\$65,008	85.1%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Summit High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Summit High School's SARC and access the Internet at any of the county's public libraries. The closest library to Summit High School is the Summit Branch Library located at 15551 Summit Avenue, Fontana, CA 92336.

Summit Branch Library  
(909) 357-5950 x3024

Hours: Sunday - Closed  
Monday-Thursday 3-8  
Friday - Closed  
Saturday 9-5

Number of computers available: 15  
Number of printers available: 3