

Fontana Unified School District

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

www.fusd.net

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A. B. Miller High School

6821 Oleander Avenue, Fontana, CA 92336
(909) 357-5800

Serving Grades Nine through Twelve

Moises M. Merlos, *Interim Principal*



2011-2012 School Accountability Report Card

District Goals

LEARNING FOR ALL STUDENTS

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

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE

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

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Principal's Message

We have started another exceptional year at A.B. Miller High School. I would like to welcome the new students, parents, and staff to the Rebel Nation family. I am excited to have the opportunity to be part of the journey with you and your student towards their future success. Growing up locally, graduating from California State University San Bernardino, and living five miles from A.B. Miller has given me a richer understanding of my community, students, and families; thus reinforcing my commitment to A.B. Miller High School and all stakeholders who collectively make up the Rebel Nation.

With 135 certificated staff members, 93 classified employees, and a multitude of volunteers from both families and the community; A.B. Miller serves over 2,600 students. We all work together to ensure that our students have the tools needed to be college and career ready when they graduate. Our staff is working diligently to ensure our students and families have the tools needed to improve student achievement. The high expectations, exceptional work ethic, and professionalism from our staff have been contagious and our students are working harder than ever to take ownership of their own learning.

Our focus on student achievement has resulted in several programmatic changes over the last three years; each change designed to better serve the needs of our students. One such example is the common preparatory periods for teachers who teach the same subject. This modification allows teachers to collaborate with their peers to improve instruction. Another example is in our comprehensive staff development plan; which consists of an outside consultant working with our core departments on creating and modifying mapping guides and common assessments, implementing researched based instructional practices, and analyzing data to improve instruction.

A. B. Miller has implemented new courses to serve the entire student body. These courses are open to all students and are designed to provide the instructional services needed to enhance student learning. For our Rebels who may need additional assistance, we have implemented courses such as Algebra Essentials, Math Topics, English Topics, READ 180, and Systems 44. For our college prep Rebels, we have added new courses and/or sections of Contemporary Literature (with an emphasis on Multiculturalism), Anthropology, World Geography, Link Crew, Peer Leadership, and AVID.

For our advanced Rebels, we have added additional sections of Advanced Placement courses such as Calculus, Statistics, Psychology, Environmental Sciences, Physics, US History, English Literature, English Language, Spanish, and French. In addition, the school has added non-traditional enrichment electives such as Intramural Sports, Yoga, Fitness, Child Development, Digital Photography, Computers, Sewing, Culinary Arts, Auto, Masonry, Dance, TV Productions, American Sign Language, and Medical Terminology.

We encourage family support and involvement at A.B. Miller High school. Key to the success for students is the connection between home and school. To support that connection we have two Community Liaisons who provide our families with the services and guidance they need to be part of their student's education. Families are encouraged to come to the Parent Center, where a Community Liaison will be available to assist and guide them to our services. In addition, we have created a Parent Conference Center to provide enrichment classes to our families in topics that include: Financial Aid, Parenting, A-G Requirements, Zangle Parent Connect, and Drugs & Alcohol Prevention. Lastly, our families have the opportunity to meet with administration and provide feedback through monthly committee meetings such as School Site Council, English Learner Advisory Committee, and Coffee with the Principal.

The transformation of A. B. Miller High School began in the 2009-2010 school year resulting in programmatic changes, additional courses, and new parent involvement policies. Our students have scored exceptionally well on the California High School Exit Exam (CAHSEE) and California Standards Test (CST). Our Academic Performance Index (API) increased 50 point in 2010, 19 points in 2011, and 29 points in 2012. These positive changes have been possible because the entire A.B. Miller family (Teachers, APAs, CSSPs, Administration, Classified Staff, Parents, Students and Community Partners) has worked together to improve student learning.

I am confident that we will continue to collaborate to improve student learning and provide our kids with an exceptional High School experience. As always, I welcome feedback and suggestions for improvement from all stakeholders in an effort to better serve you. Please feel free to contact me or an Assistant Principal if you have any concerns or comments. I look forward to another exceptional school year. Go REBEL NATION!

School Mission Statement

To provide a challenging standards-based curriculum, in an environment conducive to learning, that prepares students from all backgrounds to become productive and responsible members of society.

School Profile

Dedicated administrators, teachers, and school staff work as a team to support students' efforts in acquiring the skills necessary to be successful in their future endeavors.

In the 2011-12 school year, A.B. Miller High School served 2,681 students in grades nine through twelve on a traditional school calendar. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	8.5%
American Indian	0.6%
Asian	0.7%
Filipino	0.3%
Hispanic or Latino	85.2%
Pacific Islander	0.3%
White	4.3%
Two or More	0.1%
None Reported	0.0%

Discipline & Climate for Learning

Students at A.B. Miller High School are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self discipline through a system of consistent rewards and consequences for their behavior. A progressive discipline approach is taken when students continue having trouble following school rules. Administrators serve fair and reasonable consequences based upon the severity of a student's behavior.

At the beginning of the school year, students are informed of school rules and behavior expectations in the student handbook and in classroom discussions with their teachers. School rules and behavior expectations are also posted on the school website. During the first few weeks of school, Academic Pathway Advisors visit each classroom to review academic and behavior responsibilities. The student handbook contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavior responsibilities as needed through the student bulletin, morning announcements, Rebel TV broadcasts, and personalized messages sent home through the TeleParent™ system.

All students are required to wear ID badges on campus. This not only addresses safety issues, but also creates a workplace environment. The school also recently purchased Plasco Trac to electronically track tardies.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	681	600	516	5316	4655	3704
Suspension Rate	23.5%	21.7%	19.2%	13.0%	11.4%	9.1%
Expulsions	25	11	8	138	52	52
Expulsion Rate	0.9%	0.4%	0.3%	0.3%	0.1%	0.1%

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Renaissance assemblies are held at the end of each semester to honor students meeting specific GPA (grade point average) requirements. At the end of each semester, the school sponsors an Awards Night to recognize and present bronze, silver, and gold medals for GPA-based academic achievements.

Extracurricular Activities

A.B. Miller High School offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. Athletic programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls; teams compete in the Citrus Belt League. The performing arts department offers dance programs in modern dance, stagecraft, and competitive dance. Theatre productions are offered through the ROP program. School-sponsored clubs are centered around a variety of student interests. For detailed information about A.B. Miller High School's extracurricular programs, please visit the school's website at <http://www.fusdweb.com/sites/hs/abmiller/default.aspx>.

Dropout & Graduation Rates

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, Rapid Credit Recovery (RCR), home visits by the community liaison, school police and probation officer intervention, School Attendance Review Board (SARB), Saturday School, independent study, and referral to continuation high schools.

The Rapid Credit Recovery (RCR) program allows students to make up credits through computer based instruction. The school also has a seven-period schedule, which has greatly assisted students who were behind in credits.

A.B. Miller High School distributes surveys to recent alumni to inquire about their post-secondary paths, about their experiences at A.B. Miller High School, and suggestions about what helped them choose to stay in school. A.B. Miller High School has developed a close collaborative relationship with the adult school and implemented the smaller learning communities which has shown positive results to date.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2011-12 school year was unavailable at the time of publication. *Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.*

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	3.30%	9.90%	12.80%
Graduation Rate	83.62%	85.67%	82.11%

Counseling & Support Staff (School Year 2011-12)

A.B. Miller 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 Success 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.

In the 2011-12 school year, the district restructured its counseling program and introduced Academic Pathway Advisors (APAs) and Comprehensive Student Support Providers (CSSPs). The APAs provide academic guidance to all middle and high school students. The CSSPs serve the district's lowest performing students with specialized support and educational, personal, and behavioral guidance. In the 2011-12 school year, the academic counselor-to-pupil ratio was 1:670. The chart displays support staff available to students in the reporting year.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Pathway Advisor	3	3.0
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.1
Comprehensive Student Support Provider (CSSP)	3	3.0
Deaf/Hard of Hearing Aide	1	1.0
Deaf/Hard of Hearing Interpreter	1	1.0
Health Assistant	1	1.0
Language/Speech/Hearing Aide	1	0.2
Nurse	1	1.0
Police Officer	1	1.0
Probation Officer	1	0.5
Psychologist	2	1.4
Security Officer	5	5.0
Speech/Language/Hearing Specialist	1	0.7

The district's Special Education Local Plan Area (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 his/her IEP.

A.B. Miller 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.

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include: Fontana Branch Library: (909) 822-2321, Fontana Lewis Library & Technology Center: (909) 574-4500, Kaiser High School Public Library: (909) 357-5900 ext. 8029, and Summit High School Public Library: (909) 357-5950 ext. 3024.

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, A.B. Miller High School had 106 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	117	112	106	1569
Without Full Credentials	0	3	3	12
Working Outside Subject	0	4	0	15

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. *Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.* Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	4	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include: Possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.9%	1.1%
District	99.7%	0.3%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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

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

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks, Professional Learning Communities, and Response to Instruction and Intervention. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. For the past three years, the district offered two staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12			
By Subject Area												
English	*	25	21	*	46	90	*	106	80	*	10	3
Math	*	25	24	*	29	31	*	86	75	*	-	3
Science	*	28	26	*	10	11	*	58	58	*	3	4
Social Science	*	28	24	*	12	25	*	37	46	*	18	4

*2009-10 data unavailable

Instructional Materials (School Year 2012-13)

Fontana Unified School District held a public hearing on September 19, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	Glencoe	2008	Yes	0.0%
9th-12th	Algebra II	Glencoe	2008	Yes	0.0%
9th-12th	English Language Development	Hampton Brown	1998	Yes	0.0%
9th-12th	English/ Language Arts	Holt	2003	Yes	0.0%
9th-12th	Geometry	Glencoe	2008	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	2	3	3
Similar Schools	4	6	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	49	19	29
Black or African American			
Actual API Change	52	-14	30
Hispanic or Latino			
Actual API Change	52	20	29
Socioeconomically Disadvantaged			
Actual API Change	44	25	26
English Learners			
Actual API Change	45	40	40
Students with Disabilities			
Actual API Change	21	25	45

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,896	734	29,067	755	4,664,264	788
Black or African American	151	697	1,840	737	313,201	710
Asian	13	844	356	861	404,670	905
Hispanic or Latino	1,635	736	24,767	750	2,425,230	740
White	75	759	1,549	797	1,221,860	853
Socioeconomically Disadvantaged	1,637	731	25,559	748	2,779,680	737
English Learners	923	704	16,022	738	1,530,297	716
Students with Disabilities	274	509	3,918	600	530,935	607

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in grades 2-8 and 10 meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including mandatory reservation of Title I funds for staff development and tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the district is required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

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

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	35
% of Schools Identified for PI	-	77.78%

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	41	40	44	42	44	46	52	54	56
Mathematics	15	18	21	39	40	40	48	50	51
Science	29	35	50	39	46	50	54	57	60
History/Social Science	28	31	40	31	35	37	44	48	49

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	46	40	50	37
School	44	21	50	40
African American/ Black	38	14	34	33
Asian	53	47	*	45
Hispanic or Latino	44	21	52	40
White	60	22	60	46
Males	41	22	52	46
Females	47	20	48	34
Socioeconomically Disadvantaged	44	21	51	39
English Learners	12	9	16	13
Students with Disabilities	25	16	24	5

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

California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Physical Fitness (School Year 2011-12)

In the spring of each year, A.B. Miller High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.5%	19.5%	29.7%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

	CAHSEE By Subject for All Grade Ten Students								
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	40.0	41.0	54.0	51.0	48.0	59.0	47.0	45.0	56.0
Mathematics	39.0	41.0	54.0	43.0	44.0	56.0	53.0	48.0	58.0

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	55.0	26.0	19.0	52.0	35.0	13.0
All Students School	53.0	29.0	18.0	47.0	39.0	14.0
Male	60.0	27.0	14.0	45.0	38.0	17.0
Female	46.0	31.0	23.0	45.0	38.0	17.0
African American	66.0	23.0	11.0	59.0	34.0	7.0
Hispanic or Latino	52.0	29.0	19.0	45.0	40.0	15.0
White	38.0	33.0	29.0	42.0	46.0	13.0
English Learners	90.0	9.0	1.0	77.0	19.0	4.0
Socioeconomically Disadvantaged	52.0	30.0	18.0	44.0	40.0	16.0
Students with Disabilities	99.0	1.0	-	90.0	10.0	-

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/ Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements

	School	District	State
All Students	91.4%	86.3%	*
Socioeconomically Disadvantaged	93.9%	89.1%	*
African American/Black	94.0%	93.9%	*
American Indian	100.0%	88.9%	*
Hispanic or Latino	92.3%	85.6%	*
Pacific Islander	100.0%	100.0%	*
White	74.3%	83.9%	*
English Learners	67.6%	59.6%	*
Students with Disabilities	70.5%	73.8%	*
Two or More Races	100.0%	60.0%	*

* Data was not available at the time of publication.

Admission Requirements for California's 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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Advanced Placement Classes (School Year 2011-12)

A.B. Miller High School offers advanced placement courses for those students seeking to qualify for college credit. Students achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes

	# of Courses
English	3
Foreign Language	1
Mathematics	2
Science	1
Social Science	6
Totals	13
Percent of Students in AP Courses	2.1%

UC/CSU Course Completion

Students at A. B. Miller High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment

	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	57.4%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	13.1%

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

Career Technical Education Participation - Class of 2012

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,695
What percent of the school's pupils complete a CTE program and earn a high school diploma?	98.2
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	70.0

Career Technical Education (CTE) Programs - Class of 2012

Students are introduced to career technical education programs at AB Miller, including Regional Occupational Programs (ROP), and career pathways.

Students in grades nine through twelve receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-work projects, and classroom observation in Career Technical Courses.

Regional Occupational Programs (ROP) is offered in partnership with the San Bernardino County Superintendent of Schools. A variety of 30 different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time paid and non-paid employment. The school offers the following courses:

Career Pathways - Industry Sectors

- Arts, Media, and Entertainment
- Building Trades and Construction
- Health Science and Medical Tech.
- Finance and Business
- Hospitality, Tourism, Rec.
- Transportation

On-campus CTE Courses

- Auto 1A
- Auto 2
- Business and Finance 1A
- Business and Finance 1B
- Child Development/Education
- Clothing 1A-Fashion/Textile
- Clothing 1B-Fashion/Textile
- Comp. Info. Systems/Applications 1A
- Comp. Info. Systems/Applications 1B
- Culinary Arts 1A
- Culinary Arts 1B
- Dance 2
- Dance 3
- Digital Graphic Design 1A/1B
- Education 1
- Education 2
- Education 3
- Health Services 1
- Health Services 2
- Health Services 3
- Masonry 1A
- Masonry 1B
- Masonry 2
- TV Production
- TV Production 2
- TV Production 3
- Web Design 1
- Wood 1A
- Wood 1B

On-campus ROP Courses

- Automotive Engine Performance
- Automotive Technician
- Medical Assisting - Draft
- Medical Terminology
- Professional Dance
- Sports Medicine 1
- Stagecraft Construction
- Stagecraft Design

ROP Courses available on other FUSD Campuses:

- Acute Care Nurse Assist
- Advanced Law Enforcement
- Amer. Sign Language 1 (A-G appr.) Careers
- Auto Collision Repair
- Automotive Service
- Bakery Occupations
- Catering
- Child Care Occupations
- Computer Business Applications
- Computer Game Design
- Customer Service
- Fashion Design
- Fire Technology
- Foundations of Information Technology
- Fund. of Law Enforcement
- Health Information Technician
- Introduction to Health
- Medical Core 1
- Nurse Asst. Certified (CNA)
- Personal Fitness Trainer
- Radio Broadcasting Occup.
- Recording Engineering
- Restaurant Occupations
- Veterinary Assistant
- Website Design
- Welding Certification
- Welding Technology

For more information on career technical programs, ROP, partnership academies, and work experience, contact Tracie Zerpoli, Director of Career Technical Education at 909-357-5000 ext 7395 or zerptl@fUSD.net or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Parent Involvement & Contact Information

Parents are encouraged to become involved in A.B. Miller High School's learning community. Each year, annual events such as Back to School Night provide opportunities for parents to interact with the staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by helping with or attending school performances and athletic events. The School Site Council, booster clubs, English Learner Advisory Council, and 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. A monthly "Coffee with the Principal" meeting allows for an informal discussion about student and school issues. 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.fUSDweb.com/sites/hs/abmiller/default.aspx>) is updated daily and features messages from the principal and detailed information about the school, staff, and programs.

Parents now have the opportunity to access a broad range of information on their child through TeleParent™. With a password provided by the school office, parents may use the Internet to obtain current information on their student's academic progress, behavior, attendance, and meal balance. Teachers use Zangle Parent Connect to communicate to individual student's parents regarding behavior or academic concerns. The school recently hired two Classified Bilingual Community Liaisons and two SIG Certificated Family Outreach Employees to work with families and students in school connectedness. Parents seeking more information or who want to be involved may contact the principal at (909) 357-5800.

Safe School Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in March 2012. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

School Facilities

A.B. Miller High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1991, the school sits on 20 acres and includes a library, 154 permanent classrooms, 38 portable classrooms, a computer lab, a career center, a counseling center, a performing arts theater, a dance studio, a sports stadium, and a cafeteria.

The district's maintenance department inspects facilities and operating systems at A.B. Miller High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart on page 10 displays the results of the most recent facilities inspection at the school.

School Facility Conditions

Date of Last Inspection: 06/02/2012

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			F15 - Damaged thermostat. F16 - Repair thermostat. H16- Remount thermostat. M2- T-bar grid needs repair. M4 - Repair damaged thermostat. Work Orders Submitted.
Interior			X	Counselor, AP, Principal's Office, BC2, BC3, BC4, BC15, BC16, BC17, I-6, Q1-106, S6, M6, M16, M17- Adjust ceiling tile. Guidance File Room, Workroom North, Office Middle, Printing Room South, Humanities Office, Receptionist Entry, Rebel Tech Center, A4, A9, Kitchen/Faculty dining, Student Store, Office in the Student Store, BC19, BC7, F13, F14, F4, Freshman Core Office, Science Office, FL1, FL Office, G4, H11, H10, H1, I-3, Soundproof Room, Office, Trades and Industries Office, I-4, I-7, P8,P9, P10, P11, P15,Q2-201, Q2-202, Q2-203, Q2-204, Q2-205, Q2-206, Q2-208, Q2-213, Q1-102, S2, S1, S10, S12, S14, M4, M14, M15, M18, T2, T4, Mens Locker Room, Womens Locker Room-Stained ceiling tile. A1- Paint wall where cabinet was removed. Install cove base and vtc. A2- Paint wall where pencil sharpener was removed and ceiling. Repair wall by entry door. Faculty Mens Restroom and Womens Restroom- Repair door stop on wall. Kitchen- Repair wall around sink. Student Store Back Room- Repair surface mounted data lines by north entry door. BC1- Adjust ceiling tile and repair carpet. BC5- Replace and adjust ceiling tile. Replace missing pencil sharpener. BC11, FL7, H13- Repair damaged carpet. Lounge Science Office, H6, H5, - Repair carpet. BC12- Damaged ceiling tile and missing pencil sharpener. BC13, BC14- Adjust ceiling tile. BC18- Stained ceiling tile and repair carpet. BC18 Womens Restroom- Damaged ceiling tile. F15- Repair loose receptacle and repair cove base. F16- Repair ceiling tile. F18, F19, F19 Back office, F10-Replace ceiling tile. F1- Drywall corner needs repair. F2- Replace stained ceiling tile. Repair damaged carpet. Repair damaged corner drywall. F5- Stained ceiling tile. Replace missing cove base and missing cover plate. F7, F8 - Repair damaged carpet. FL3- Replace ceiling tile. Clean light diffuser and repair damaged carpet. FL- Stained ceiling tile. Replace pencil sharpener. G14- Replace cove base. Mens Restroom- Paint entry door due to graffiti. Office SE- Repair transition strip by double doors and repair small hole above bulletin board. G5- Paint walls due to graffiti. Gym- Repair tear in wall padding. G11- Paint walls. Boys Locker Room- Texture and paint ceiling. Repair lid lockers. Career Center and Professional Collection- Stained light diffuser. Library- Stained ceiling tile and light diffuser. H9, H8, H7- Repair damaged carpet and cove base. H3- Repair cove base and repair ceiling tile. Repair receptacle cover. H14- Replace stained ceiling tile and repair cove base. H12- Adjust ceiling tile and repair loose light switch. H19- Repair cove base and light switch. H18- Replace stained ceiling tile and repair light switch. H17- Repair cove base. H16- Repair ceiling tile and light switch. I1- Stained ceiling tile and repair damage wall. P4- Stained ceiling tile. Graffiti on inside walls. P4 Restroom- Walls need to be painted. P3- Repair vinyl task board. P2- Repair vinyl task board, ceiling tile and carpet. Q1-103- Stained ceiling tile. Repair drywall. Q1-111- Holes in ceiling needs access door. S3- Stained ceiling tile. Replace damaged light diffuser. Storeroom- Adjust ceiling tile. Repair damaged floor tile. S4- Adjust ceiling tile and cove base. Repair laminate edge. S5- Stained ceiling tile and cove base. S7- Adjust ceiling tile and repair tile floor. S9- Stained ceiling tiles, carpet damaged. West wall needs painting. M2- T-bar needs repair. Repair damaged carpet. M3- Stained Ceiling tile. Repair cove base. M5- Replace damaged ceiling tile. M7- Repair damaged cove base. M8- Repair damaged carpet. Repair hole in wall due to thermostat removal. M9, M10, M11, M12, Math Office, M13- Stained ceiling tile. Repair damaged carpet. Office 3 East- Stained ceiling tile and remove graffiti. T3- Repair tape seam on ceiling. Theater- Repair holes in soffit ceiling. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			Admin Upstairs Womens Restroom- Light switch loose. BC8, BC9- Damaged floor receptacle. BC12,S11, M11, M14- Broken light diffuser. BC17 Restroom- Lamp out. F5, F11, F15, FL6- Repair loose receptacle. Custodial West- Repair damaged light switch. FL4, H12, H16, Workroom North- Repair loose light switch. Girls Locker Room- Replace broken light diffuser. H18, H19- Repair light switch Office Middle- Stained light diffuser. I-3, Masonry- Replace broken receptacle. P6- Light diffuser stained. P13- Remove and plug dryer vent in wall. P2- Repair electrical outlet. S5- Repair light switch. S9- Light diffuser missing. M7- Repair light switch. M3- Replace missing receptacle cover. M18- Replace missing light diffuser. Office- Replace missing cover plate. AP Office- Lamps out. Work orders submitted.
Restrooms/Fountains	X			Mens Restroom- Repair loose toilet. Adjust falling soap dispenser. Repair faucet. Outside drinking fountain needs to be adjusted. East Womens Restroom - Repair/secure loose sinks to wall. Women Restroom- Repair faucet. S7- Repair plugged sink. A5- Handle is missing on faucet. A2- Repair clogged sink. BC4- Sink dripping. I1- Repair broken sink. I5- Repair leaking faucet. Drinking fountain water pressure needs to be adjusted. S4- Repair faucets. S5- Repair faucet. S8- Faucet not working. Science office- Water pressure low at sink. M9- Adjust water pressure to drinking fountain. Math Office- Adjust handles on faucet and repair drinking fountain. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			A2- Install sprinkler head. H9- Fire extinguisher needs service. I7- Fire extinguisher tag is expired. Q1-103- Fires extinguisher needs service. Girls Restrooms and Boys Restrooms- Trash/debris. Work orders submitted.
Structural (Structural Damage, Roofs)	X			P6- Ramp screws are loose. Work order submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			Atrium West- Sweep debris. Upstairs Tech Room 2- Lock set missing. Snack Bar MPR Service Room- Repair door closure. BC13 and BC14-Escussion missing on door handle. F14- Loose door lock. Storeroom West- Astragal loose on door and missing escussion on door handle. Boys Restroom- Graffiti. S7- Repair door not latching. M9- Door bottom plate bent. M12- Escussion missing on door handle. Women Locker Room- Door rubbing on jamb. Work orders submitted.

Campus Supervision

Adult supervision is present in all areas of the campus as students arrive in the morning, during lunch periods, and when students leave in the afternoon. The principal, all four assistant principals, one police officer, five security officers, the school counselors, one part-time probation officer and all teachers circulate in assigned areas of the campus, ensuring student conduct remains safe and orderly. All administrators, security officers, secretaries, and custodians carry hand-held radios for effective routine and emergency communications. Regular campus supervision is shared throughout the day by security officers, the police officer, and administrators to ensure the campus remains safe while instruction is in progress.

Each passing period, restrooms are searched for tardy students quickly screened for cleanliness. The assistant principal (in charge of facilities) and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues. A.B. Miller High School is a closed campus. During school hours, all visitors must sign in at the office and wear identification badges while on school grounds.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 22, 2012. Results of the inspection and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 8/22/2012		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
1-9 Masonry	Mech/HVAC	Air Conditioning System is not working. (X) Work order submitted.
Exterior Fence	Windows/Doors/Gates/Fences	Exposed Posts (remedied). Fence has bent or missing posts/crossbars. Work order submitted.
NE 2 Buildings and G SW Building near Track	Windows/Doors/Gates/Fences	Locks and other security hardware are not functioning properly. Work orders submitted.
Theatre	Interior Surfaces	Ceilings have water damage. Walls have water damaged and plaster or paint is damaged. Work order submitted.
BX Wing Office/Restroom, Kitchen (1), M and S Wings Office/Restrooms	Hazardous Materials	Cleansers not stored properly. Work orders submitted.
North Bleachers	Structural Damage	Damage to stairway or ramp (remedied)
Varsity Baseball Field	Structural Damage	Damage to skirting, siding and/or exterior vents. Work order submitted.
I-Wing	Fire Safety	Fire extinguisher/pull alarm is blocked (remedied).
I-Wing	Drinking Fountains	Sink/fountain is damaged or clogged. Work order submitted.
M-Wing	Drinking Fountains	Sink/fountain is not working. Work order submitted.
Boys RR between FL and AD and in H-Wing	Restrooms	Restrooms are not stocked with paper towels or toilet paper (remedied).
Boys RR between FL and AD, Boys RR H-Wing and Men's RR in Gym Hall	Restrooms	Stall door or latch does not function as designed (remedied)
Boys RR Cafeteria Wing, Boys RR H-Wing, Girls Locker Room, Girls RR H-Wing, M-Wing Office/Restroom, Men's Restroom in Gym Hall, Office by Boys Locker Room, Q-Wing 2nd Floor and S-Wing Office/Restroom	Restrooms	Fixtures/apparatus damaged, broken, missing or unsecured. Work orders submitted.
Girls RR Cafeteria Wing, Girls RR H-Wing and Men's Restroom in Gym Hall	Restrooms	Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional. Work orders submitted.
Boys RR Cafeteria Wing	Restrooms	Toilet is damaged, broken or clogged (remedied). Sink is not working. Work order submitted.
Boys RR H-Wing and Women's Restroom in Gym Hall	Restrooms	Sink is not working. Work orders submitted.
Girls Locker Room	Restrooms	Shower is not working. Work order submitted.
Art Wing, Obstacle Course and Planters/Benches in between Main Wings	Playgrounds/School Grounds	Signs of water drainage problems including standing water on hardscape areas. Work orders submitted.
JV Baseball Field	Playgrounds/School Grounds	Play/sports equipment is broken, damaged or deteriorating. Work order submitted.
Outdoor Stage Area	Playgrounds/School Grounds	Overgrown vegetation poses a trip hazard. Work order submitted.
Table Bank Outside Cafeteria	Playgrounds/School Grounds	Seating and tables are not functional and show significant cracks. Work order submitted.
Varsity Baseball Field	Playgrounds/School Grounds	Bleachers missing, damaged and or broken. Work order submitted.
Girls RR H-wing and JV Baseball Field	Overall Cleanliness	Areas have unabated graffiti. Work order submitted.
Theater	Overall Cleanliness	Exposure to bacteria, filth, odor and other potential allergens or health hazards. Work order submitted.
Exterior Fence and Football Practice Fields	Overall Cleanliness	Areas evaluated have accumulated refuse (remedied)

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained. 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 11 full-time evening custodians are assigned to A.B. Miller 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, school administrators, custodians, and security staff inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. 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 for review; upon approval, the assistant principal forwards the work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general repairs 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.

District Revenue Sources (Fiscal Year 2011-12)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs: ARRA: State Fiscal Stabilization Fund, After School Learning & Safe Neighborhood Partnerships, Arts & Music Block Grant, CA High School Exit Examination, CA School-age Families Education Program, California Peer Assistance & Review, Community Based Tutoring, Economic Impact Aid (EIA), Gifted & Talented Education (GATE), Lottery: Instructional Materials, Partnership Academies Program, Professional Development Block Grant, Pupil Retention Block Grant, Quality Education Investment Act, Regional Occupation Centers & Programs, School & Library Improvement Block Grant, School Safety & Violence Prevention, Special Education, Staff Development, Supplemental School Counseling Program, Supplementary Programs, Targeted Instructional Improvement Block Grant, Teacher Credentialing Block Grant, Title I, II, III, IV, V, Transportation, Transportation: Special Education, Vocational Programs, and Williams Case Settlement.

District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,827
From Supplemental/Restricted Sources	\$1,613
From Basic/Unrestricted Sources	\$5,214
District	
From Basic/Unrestricted Sources	\$5,028
Percentage of Variation between School & District	3.70%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-4.42%

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

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

School Site Teacher Salaries (Fiscal Year 2010-11)

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

Average Teacher Salaries	
School & District	
School	\$66,960
District	\$68,510
Percentage of Variation	-2.27%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-2.73%

Salary & Budget Comparison (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$39,880	\$41,455
Mid-Range Teachers	\$67,205	\$66,043
Highest Teachers	\$84,949	\$85,397
Elementary School Principals	\$105,064	\$106,714
Middle School Principals	\$107,691	\$111,101
High School Principals	\$121,679	\$121,754
Superintendent	\$187,499	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	39.0%
Administrative Salaries	3.9%	5.1%

Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.