

A.B. MILLER HIGH SCHOOL

• Accredited by the Western Association of Schools & Colleges •
• 2006 AVID School of Distinction •

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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'd like to welcome you to A.B. Miller High School's Annual School Accountability Report Card. Thank you for taking time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component in every California school.

It is the belief of A.B. Miller High School that students can and will excel in an environment that is tailored to their needs. Our API and AYP growth during the past five years reflects the great strides we have made during that time. Although we recognize our areas of need and concern, we are extremely proud that we continue to meet all academic goals established by the state, district and federal government.

The hard-working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is my opinion, and that of the district, that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping A.B. Miller High School change with the times and maintain flexibility.

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.

Parent Involvement

Parents are encouraged to become involved in A.B. Miller High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. 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.B. Miller High's monthly newsletter, *The Rebel Roundup*, features a message from the principal, activities schedules, and special events announcements. 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 (www.abmillerhigh.org) is updated daily and features messages from the principal and detailed information about the school, staff, and programs. Parents seeking more information or who want to be involved may contact the principal at (909) 357-5800.

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.

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 TeleParent™ to communicate to individual student's parents regarding behavior or academic concerns.

School Profile

During the 2007-08 school year, A.B. Miller High School enrolled 3,165 students in ninth through twelve grade on a traditional calendar, including 13.24% in special education, 27.3% qualifying for English learner support, and 45.3% qualifying for free or reduced price lunch. 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. A.B. Miller is an AVID School of Distinction; a national award and designation given only to secondary schools meeting rigorous benchmarks in preparing students for post-secondary education.

Percentage of Students by Ethnicity 2007-08 Enrollment: 3,165

African-Amer.	8.7%
Amer. Indian or Alaskan Native	0.6%
Caucasian	8.8%
Asian	1.2%
Filipino	0.8%
Hispanic or Latino	79.3%
Pacific Islander	0.4%
Multiple or No Response	0.2%

Ninth grade students are randomly grouped into one of seven teams; each team sharing the same group of three teachers. This structure, referred to as a smaller learning community, provides the time and resources for students to experience a more cohesive and consistent learning environment while providing teachers the resources and time to collaborate across the curriculum, better monitor individual student progress, and share best practices within their assigned teams to increase student achievement levels.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at A.B. Miller 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 a multiple measures matrix. This matrix is used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and A.B. Miller High provide 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 A.B. Miller 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/>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	A.B. Miller			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	27	32	30	28	30	34	42	43	46
Math	8	8	8	27	27	30	40	40	43
Science	16	20	18	18	23	31	35	38	46
History	19	18	19	17	17	19	33	33	36

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							
	A.B. Miller						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	32	29	43	25	28	45	41
Math	7	7	36	8	6	9	13
Science	19	*	*	*	16	*	33
History	14	17	56	*	18	*	33

**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						
	A.B. Miller					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	32	5	27	2	
Math	9	6	1	7	1	
Science	25	11	3	16	2	
History	22	16	4			

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

	A.B. Miller			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	36.6	35.6	51.1	32.2	33.6	48.6	40.5	42.3	52.9
Mathematics	28.4	31.4	46.8	36.4	38.0	49.9	41.0	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	59.5	36.9	3.6	59.0	31.1	9.8
Male	60.6	35.3	4.1	53.7	33.8	12.5
Female	58.3	38.7	3.0	64.8	28.2	7.0
African American	54.9	45.1	0.0	66.0	28.0	6.0
American Indian or Alaskan	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	62.3	34.4	3.3	60.6	30.1	9.3
Pacific Islander	*	*	*	*	*	*
Caucasian	42.2	44.4	13.3	45.7	37.0	17.4
English Learners	72.6	27.1	0.3	68.9	27.6	3.5
Economically Disadvantaged	63.1	33.5	3.4	61.9	28.6	9.5
Migrant Education	*	*	*	*	*	*
Students with Disabilities	95.4	3.1	1.5	88.7	9.7	1.6

*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	2	3
Similar Schools Rank	9	3	5

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	644	-21	19	-1
Ethnic Subgroups				
African-Amer.	644	-21	23	17
Hispanic or Latino	637	-22	19	1
Caucasian	688	-14	36	-29
Other Subgroups				
Economically Disadvantaged	635	-28	12	8
English Learners	596	-14	17	-2
Students with Disabilities	442	-62	21	19

Physical Fitness

In the spring of each year, A.B. Miller 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, 15.5% of ninth grade students tested 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/pf/>.

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 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; 73% of A.B. Miller's tenth grade students who took the test passed the math portion of the exam and 74% passed the language arts portions of the exam on their first attempt. 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/.

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 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 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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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	A.B. Miller	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

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, A.B. Miller High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements.

Title I Program Improvement (PI) Status

	A.B. Miller	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.

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 subgroups). 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/.

Campus Description

Year Built	1991
Acreage	55.5 ac
Square Footage	315,783 sf
	Qty.
# of Permanent Classrooms	154
# of Portable Classrooms	38
# of Restrooms (student use)	11 sets
Gymnasium	1
Career Center	1
Counseling Center	1
Performing Arts Theater	1
Dance Studio	1
Sports Stadium	1
Library	1
Computer Lab	1
Cafeteria	2

School Facilities & Safety

A.B. Miller High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1991; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

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, 10 security officers, the school counselors, and all teachers circulate in assigned areas of the campus, ensuring student conduct remains safe and orderly. All administrators, security staff, secretaries, and custodians carry hand-held radios for effective routine and emergency communications. A.B. Miller High is a closed campus. During school hours, all visitors must sign in at the 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 March 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.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: March 19-21, 2008				Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room BC4: Repair cabinet doors. Boys Locker Room: Replace missing door on locker 1132 & fix bent doors on lockers 1149 & 1130. Room I-8: Repair loose door hardware on south entry door. Room P16: Repair screen on window. Room P5: Repair window blinds; falling down.
Interior Surfaces (walls, floors, and ceilings)	✓			Counseling Rooms, Attendance, AP Demmer, Kitchen- Faculty dining, Student Store, Humanities Office, Women PE Office, Gym, Textbook storeroom, Women & Men Locker room, Rooms A1, A4, A7, BC16, BC17, BC18, F2, F3, FL3, FL5, G13, H11, H9, H6, H14, H17, I-2, I-3, P18, P1, P34, P35, Q2-201, Q2-203, Q2-204, Q2-207, S2, S3, S4, S8, M14, T4: Replace broken or stained ceiling tiles. BC18: Replace missing cover plate on electric outlet by door. F15, F16, F3, FL3, FL5, FL9, P4, P20, P23, P10, P11, P8, P3: Repair carpet. F2, F3, I-4, P6: Patch hole in wall by door and repaint. H20, I-4, M3: Replace damaged base coving.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Room P8: Repair loose handrail for ramp on exterior wall. Room P6, Portable RR ramp: Repair loose skirting on ramp.
Fire Safety	✓			Rooms FL12, Q1-111: Inspect fire extinguisher and replace tag.
Electrical (interior and exterior)	✓			Room BC9: Repair/replace four broken floor electric outlet cover plates. Rooms BC10, FL7, H3, P3, S12, M10, M12: Replace ballast in ceiling light. Women PE Office, Career Center, Rooms P6, S3, S9, M18: Repair or clean stains off of ceiling light diffusers. Room H17: Repair loose light switch. Rooms P16, P12, P14: Replace broken cover plate on north wall outlet. Room P17: Repair loose hanging telephone jack on west wall. Room P6: Repair data box on floor.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Atrium east: Repair bottom on drinking fountain.
Restrooms	✓			Room P13: Repair leaky toilet. W.O. #E55237
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Counselor rooms, Attendance, AP Demmer, Kitchen- Faculty dining, Student Store, Rooms A Humanities Office, Women PE Office, Textbook storeroom, Women & Men Locker rooms, Rooms A4, A7, BC16, BC17, BC18, F2, F3, FL3, FL5, H11, H14, H9, H6, H17, I-2, I-3, P18, P4, P1, P34, P35, Q2-201, Q2-203, Q2-204, Q2-207, S2, S3, S4, S8, M14: Check for roof leaks.
Overall Cleanliness	✓			East Men & Women RR: Remove graffiti.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Work orders were generated for all deficiencies.

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

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the Assistant Principal Michael Demmer 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.

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. 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. Restrooms are checked after each passing period as a proactive measure in keeping restrooms safe, sanitary, and stocked. The principal and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues.

District Inspection Results

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 filed annually 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 March 19 through 21, 2008.

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, A.B. Miller High received \$181,680 in deferred maintenance funds which were used for electrical, flooring, HVAC, lighting, and painting projects throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at A.B. Miller High are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of A.B. Miller High'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, counselors visit each classroom to review the 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, and personalized messages sent home through the TeleParent™ system.

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.

Suspensions & Expulsions

	A.B. Miller		
	05-06	06-07	07-08
Suspensions (#)	721	435	539
Suspensions (%)	16.69%	12.87%	17.03%
Expulsions (#)	53	35	36
Expulsions (%)	1.23%	1.04%	1.14%

	FUSD High Schools		
	Suspensions (#)	1666	1148
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.

Extracurricular Activities

A.B. Miller High 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, stage craft, and competitive dance. Theatre productions is offered through the ROP program. School-sponsored clubs are centered around a variety of student interests. For detailed information about A.B. Miller High's extracurricular programs, please visit the school's website at www.abmillerhigh.org.

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				
2005-06				
Subject	Avg.	Number of Classrooms		
	Class Size	1-20	21-32	33+
English	30.5	21	69	92
Math	32.5	6	46	62
Science	31.5	10	25	65
Social Science	32.0	6	31	48
2006-07				
English	30.0	16	66	55
Math	30.4	7	38	40
Science	29.9	9	41	26
Social Science	29.5	6	59	23
2007-08				
English	28.1	23	64	47
Math	30.3	6	38	37
Science	28.7	12	33	29
Social Science	29.3	13	37	32

Dropouts

A.B. Miller High School had 106 dropouts recorded for the 2006-07 school year. Intervention strategies used to promote attendance and reduce dropout rates include smaller learning communities reorganization, parent conferences, home visits by the community liaison, School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools.

Dropout & Graduation Rates

	A.B. Miller		
	04-05	05-06	06-07
Dropout Rate (%)	0.9	1.1	3.6
Graduation Rate (%)	92.4	89.0	93.5
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**

A.B. Miller	FUSD	California
84.7%	73.2%	80.5%

Graduation Rate Formula:

of Graduates divided by CBEDS 12th Grade Enrollment

**The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.*

***Most current information available.*

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

The Dropout & Graduation Rates tables 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/>.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. A.B. Miller supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, A.B. Miller held three staff development days that focused on:

- Harry Wong's First Days of School
- Poverty and its effects on student population, including parent involvement
- Increasing student achievement
- OARS (Online Assessment Reporting System) and Easy Grade Pro
- Data dissemination

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

A.B. Miller High's part-time technology coach and full-time Local Area network Analyst provide up-to-date training and support on current technology trends to help teachers enhance instruction through the use of technology. 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 SARC's 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
Language Arts	
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	2003
Hampton Brown; <i>Shining Star</i>	2004
Math	
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
Science	
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 & Physiology</i>	2007
Social Science	
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

College Preparation & Work Readiness

Advanced Placement

In 2007-08, A.B. Miller High offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors 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 Courses Offered & Student Participation

2007-08		
	No. of Courses Offered	% of Students in AP Courses
English	2	2.97%
Foreign Language	3	4.71%
Mathematics	2	3.38%
Science	1	0.44%
Social Science	3	5.09%
All Courses	11	16.59%

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).

Enrollment In and Completion of UC/CSU-Required Courses

2006-07*		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	60.6	
Graduates Who Completed All Courses Required for UC/CSU Admission	26.2	

*Most current data available.

University of California Admission Requirements

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>.

California State University Admission Requirements

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/>.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced to career technical education programs at A.B. Miller High, 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 broad range of career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

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.

A.B. Miller High School offers three Partnership Academies: Education, Health Services, and Protective Services. Students enrolled in the partnership academies are enrolled in core classes where instructional content is more closely related to their chosen field of study. The program is available to grades 10-11 and designed to keep students interested in school while acquiring skills for future job success. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

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/>.

Counseling & Support Services Staff

A.B. Miller 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 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselors	10	10.0
Psychologist	2	1.4
School Nurse	1	1.0
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Aide	1	0.2
LSH Therapist	1	0.7
Deaf/Hard of Hearing Interpreter	1	1.0
Deaf/Hard of Hearing Aide	1	1.0
Security Officers	10	10.0
Police Officer	1	1.0

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:316

LSH = Language/Speech/Hearing

Professional Staff

Teacher Assignment

For the 2007-08 school year, A.B. Miller High employed 141 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.

Regional Occupational Program 2007-08

- Auto Engine Performance
- Automotive Systems
- Careers in Marketing Education & Retail Sales
- Childcare Occupations
- Custodial Occupations
- Diesel Technology
- EKG Monitor Technician
- Medical Asst - Back Office
- Medical Asst - Front Office
- Medical Terminology
- Printing Press Occupations
- Stagecraft Construction
- Teacher Aide

Career Technical Education Courses

- Agriculture Education
- Business Education - Marketing (2)
- Business Education - Office (4)
- Consumer Home Economics Education (4)
- Health Careers (2)
- Home Economics Related Occupations (2)
- Industrial & Technology Education (2)
- Electronics Technology (2)
- Power, Energy & Transportation Technology (1)
- Visual Communications, Graphic (4)
- Diversified Occupations (2)

Career Technical Education (CTE) Program Participation 2006-07*

Total Number of Students Participating in CTE Programs	4,970
Percentage of Students Completing CTE Program and Earning a High School Diploma	66.61%
CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	139**

* Most recent information available.

**Articulation agreements with:

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

Teacher Credentials & Assignments

	A.B. Miller				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	173	145	148		1823	1885	1869	
Teachers with Full Credential	161	136	141		1723	1802	1764	
Teachers without Full Credential	12	9	7		100	83	105	
Teachers in Alternative Routes to Certification	12	8	3		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	3	1	12		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	4	4	0		34	33	32	
Teacher Misassignments - Total	67	46	7	3	392	270	41	24
Other Misassignments of Certificated Staff	2	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	65	46	7	3	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

Percentage of Core Classes:

	2007-08	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
A.B. Miller	99.0	1.0
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	
	A.B. Miller %	FUSD %
Doctorate	0.7	1.5
Master's Degree plus 30 or more semester hours	38.5	34.6
Master's Degree	0.7	1.1
Bachelor's Degree plus 30 or more semester hours	45.3	49.2
Bachelor's Degree	9.5	11.3
Less than a Bachelor's Degree	5.4	2.2

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'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.

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.)

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.)

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 %

- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about A.B. Miller 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 A.B. Miller High School's SARC and access the Internet at any of the county's public libraries. The closest library to A.B. Miller High School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	A.B. Miller	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,286	\$7,893	79.6%	N/A	N/A
Restricted (Supplemental)	\$946	\$2,383	39.7%	N/A	N/A
Unrestricted (Basic)	\$5,340	\$5,510	96.9%	\$5,300	100.8%
Average Teacher Salary	\$63,466	\$64,747	98.0%	\$65,008	97.6%

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
- 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