

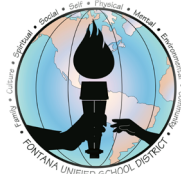
FONTANA UNIFIED SCHOOL DISTRICT

FONTANA HIGH SCHOOL

- Accredited by the Western Association of Schools & Colleges •
- 2006 AVID National Demonstration School •
- 2005-06 Golden Bell Award Winner - Virtual Business Program •

District Office
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Fontana, CA 92335
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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

Fontana High School, as an organization, is working diligently to become the best performing large urban high school in the state of California. Besides a student population of approximately 4,000 students, FOHI serves various subgroups of student learners, all needing their own level of support in order to achieve the same high and rigorous academic standards.

In addition to providing quality learning experiences for all students, the Fontana High School faculty and staff is committed to looking beyond the four years students spend in high school. FOHI reaches out to its intermediate feeder schools before they cross the high school threshold as ninth graders. Once at FOHI, ninth graders are part of a small learning community both in the ninth and tenth grades, where teachers and administrators respond better to groups of students they really know by working, planning and teaching together. After two years in a smaller learning community centered on helping students mature socially and preparing academically, FOHI students move into pathways where they begin to make choices that will prepare them for life after high school. All courses, including those in the pathways are designed to equip students with critical skills necessary for college and high salary jobs in various fields.

Along with rigorous academic courses, FOHI has various programs that help students connect with school, participate in socially healthy activities, and establish goals for acceptance into four year colleges and other postsecondary institutions. Students can participate in school-based clubs, athletics (boasting a scholar athlete centered program) and other programs with an academic concentration such as AVID and Advanced Placement. This level of commitment to prepare students for a successful future after high school

is what defines the culture at Fontana High School. Despite our school size and other challenges we may face, FOHI will be the best performing large urban high school in California.

Mission Statement

Fontana High School is a learning community dedicated to providing students ...

- a safe and secure environment
- inspiration and encouragement from a committed and professional faculty
- conditions in which all stakeholders - parents, teachers, and students themselves - are accountable for fostering and improving academic achievement
- quality instruction aimed at developing the academic, social, and technical skills that students must have to make beneficial life choices in an ever-increasingly diverse and global world.

Parent Involvement

Parents are encouraged to get involved in Fontana High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, and ninth grade orientation provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by chaperoning student activities or attending school performances and athletic events.

The principal invites parents to join him once a month for a workshop-style meeting to receive valuable information

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.

on testing systems, graduation requirements, college requirements, transcripts, and other topics requested by parents. Parents of incoming freshmen are encouraged to attend SLC Parent Committee meetings (Smaller Learning Community) to discuss the issues and programs of ninth grade students. Meeting times for the parent workshops and SLC Committee are posted on the high school web site, www.fontanahigh.org. The School Site Council, English Learner Advisory Council, and Parent Teacher Student Association provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish and takes place through a variety of formats. The school's newsletter, the *Steel Link*, is published quarterly and features words of wisdom from the principal, helpful tips for parents, highlights of recent accomplishments, upcoming events information, and articles related to the current or upcoming quarter's instructional activities. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. The school website (www.fontanahigh.org) features general information about the school, staff, and programs. In front of the school, the marquee is updated weekly with special announcements and reminders. Staff email address are available on the high school's website and parents are encouraged to take advantage of this tool to communicate with their child's teachers and school administrators. Parents seeking more information or who want to get involved in the school community may contact the principal or vice principals at (909) 357-5500 or via email.

School Profile

During the 2007-08 school year, Fontana High School enrolled 4,073 students in ninth through twelve grade on a traditional school year calendar, including 11.75% in special education, 33.8% qualifying for English learner support, and 52.5% qualifying for free or reduced price lunch. Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make Fontana High School the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors.

Percentage of Students by Ethnicity 2007-08 Enrollment: 4,073

African-Amer.	4.8%
Amer. Indian or Alaskan Native	0.4%
Caucasian	6.9%
Asian	1.0%
Filipino	0.3%
Hispanic or Latino	85.8%
Pacific Islander	0.4%
Multiple or No Response	0.4%

As a WASC accredited institution (Western Association of Schools and Colleges), Fontana High is committed to providing a rigorous, challenging academic program. Fontana High is an AVID National Demonstration School; a national award and designation given only to secondary schools meeting rigorous benchmarks in preparing students for post-secondary education. Most recently, Fontana High received the Golden Bell Award in recognition of its outstanding virtual business program.

Student Achievement

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

District Benchmark Assessments

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

California English Language Development Test

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

Standardized State Assessments

Students at Fontana 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.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Fontana High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	23	24	27	28	30	34	42	43	46
Math	13	12	15	27	27	30	40	40	43
Science	20	19	27	18	23	31	35	38	46
History	18	16	20	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							
	Fontana High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	21	18	40	*	27	20	37
Math	4	9	44	*	14	7	20
Science	9	*	*	*	27	*	31
History	15	*	50	*	19	*	32

**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						
	Fontana High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	25	29	7	26	3	
Math	15	13	8	15	3	
Science	30	23	9	27	5	
History	26	14	8			

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

Physical Fitness

In the spring of each year, Fontana 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, 23.7% of ninth grade students were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Fontana High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	35.2	35.6	51.1	31.8	33.6	48.6	40.3	42.3	52.9
Mathematics	33.3	31.4	46.8	37.4	38.0	49.9	41.3	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	59.7	37.9	2.4	58.7	29.6	11.7
Male	63.8	34.4	1.9	55.0	32.4	12.5
Female	54.9	42.0	3.2	63.0	26.2	10.8
African American	63.0	37.0	0.0	77.8	22.2	0.0
Hispanic or Latino	59.8	38.1	2.1	58.5	29.6	11.9
Caucasian	58.2	36.4	5.5	50.9	40.0	9.1
English Learners	74.0	25.8	0.2	70.8	22.5	6.7
Economically Disadvantaged	61.6	36.3	2.1	58.5	30.1	11.3
Students with Disabilities	92.6	6.4	1.1	91.6	6.3	2.1

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

Academic Performance Index (API) Three-Year Performance Comparison				
	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		3	3	2
Similar Schools Rank		9	8	5
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	653	1	-17	27
Ethnic Subgroups				
African-Amer.	608	17	-15	0
Hispanic or Latino	651	-4	-15	32
Caucasian	683	16	-23	-4
Other Subgroups				
Economically Disadvantaged	653	8	-22	35
English Learners	611	0	-16	22
Students with Disabilities	447	-32	12	39

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; 52% of Fontana High's tenth grade students who took the test passed the math portion of the exam and 72% passed the English/language arts portions of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

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.

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	Fontana High	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	No	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

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

No Child Left Behind (NCLB)

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

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

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

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

School Facilities & Safety

Fontana High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1952; ongoing maintenance by site custodians and trade specialist ensures facilities remain up-to-date and provide adequate space for students and staff. Athletic venues and grass areas with scattered canopies complement classroom and administration buildings.

Campus Description	
Year Built	1952
Acreage	41.75 ac
Square Footage	327,937 sf
	Qty.
# of Permanent Classrooms	105
# of Portable Classrooms	68
# of Restrooms (student use)	3 sets
Gymnasium	2
Stadium	1
Swimming Pool	1
Department Work Room	12
Teacher Lounge/Lunch Room	1
Amphitheater	1
Auditorium	1
Library	1
Computer Lab	15
Cafeteria	1

Campus Supervision

Fontana High has taken measurable steps to ensure students, staff, and visitors are safe and that sufficient supervision is provided at all times. In the morning as students arrive and after school when students are leaving campus, ten campus security officers are strategically placed at designated locations and all administrators and counselors are circulating around the campus monitoring student behavior. During lunch, all ten campus security officers and the administrators share supervision of the cafeteria and common gathering areas. One part-time probation officer and two school resource officers are available to assist administrators with supervision and disciplinary enforcement. All administrators, security staff, and custodians carry hand-held radios for effective routine and emergency communications. Fontana High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The current plan was last reviewed, updated and shared with school staff in August 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the assistant principal in charge of facilities for review. Upon approval, the assistant principal forwards the work orders to the district's maintenance department who identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general 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 twelve full-time evening custodians are assigned to Fontana 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, custodians and teachers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by campus security officers, the resource officer, and administrators to ensure the campus remains safe while instruction is in progress. Custodians and security staff check restrooms routinely throughout the day and clean/stock restrooms as needed. The assistant principal in charge of facilities communicates daily with custodians via hand-held radios to quickly address maintenance and safety issues.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at Fontana 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 on April 3, 2008. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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, Fontana High received \$373,228 in deferred maintenance funds which were used for asbestos, electrical, flooring, HVAC, painting, and roofing projects throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Fontana High School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Aware of the cultural diversity of Fontana High's student body, teachers maintain an awareness and sensitivity to the dynamics and social behaviors of their students as an early intervention and proactive measure in minimizing classroom disruptions. Teachers take a guidance-oriented approach in explaining and discussing the various types of appropriate and

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: April 3, 2008			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Room A110: Repair door lock; not locking. Room PO13: Repair loose threshold. Portable Storage NW: Replace entry door. Girls' RR: Repair lock on stall door. Room PO24: Paint door.
Interior Surfaces (walls, floors, and ceilings)	✓		B Storage south: Patch holes in wall and paint. G Office, G101, G103, G107, Q106, H106, H101, D103 D105, D101, C103, C106, C107, C108, C108/C109 common, C109, Coaches Office, MPR, PO9, ST103/ST102 combo, ST215, ST213, ST211, ST206, ST205, ST201, ST210, ST200B/ST202B, ST202, AG4, AG1, AG Entry, F102: Replace stained ceiling tiles. Rooms R102, R104: Paint wall under white board; peeling. Room H103: Clean stained ceiling light diffuser. Room D107: Repair wall damage and fill in small holes in wall by door. Room A106: Repair hole in wall above copier. Room S105, J Custodial N: Repair ceiling damage and repaint. Portable Women & Men RR east: Replace flooring. Girls' RR: Repair wall damage. Room F101: Repair loose rubber edges on corners of built-in band risers. Room C108: Paint peeling wall under white board. Rooms F103, S104, Upstairs Light Room: Repair loose ceiling tiles. Rooms F103, T103, PO13, M101: Replace missing ceiling tiles. Rooms E105, E110A: Replace broken ceiling tiles. Room D101: Repair wall damage by door.
Hazardous Materials (interior/exterior)	✓		Room H102: Cut and remove 4 bolts sticking out of wall in hallway by H101.
Structural Damage	✓		Simulator Portable: Replace deteriorated trim and siding as needed. East Gym, K100 West Gym: Repair small holes in exterior wall above the NE doorway. Snack Bar: Repair siding by south door.
Fire Safety	✓		PO20: Repair fire sensor hanging down from ceiling. PO26: Remount bracket and hang fire extinguisher.
Electrical (interior and exterior)	✓		Room A202, W dressing room area: Replace missing ceiling light diffuser. Rooms C105, ST207: Replace missing cover plate on electric outlet and cover obsolete outlet. Rooms PO28, PO29, PO10: Replace cracked light switch cover plate. Room PO28: Adjust door closure; hard to close. F2 Custodial: Repair loose hanging ceiling light and replace missing round diffuser. Room C108: Replace chipped light switch. Office 2 N: Clean stained ceiling light diffuser. Room PO5: Replace ballast.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		R107: Repair drinking fountain in hallway.
Restrooms	✓		
Sewer	✓		H Women RR: Replace missing cover plate on floor drain. Pool: Snake out drain by south entrance to girls' locker room.
Playground/School Grounds	✓		
Roofs	✓		Rooms D101, C103, C106, C107, C108, C108/C109 common, C109, H101, H106, PO9, ST205, ST210, ST211, ST215, ST213, ST200B/ST202B, ST202, ST201, AG4, AG1, AG Entry, F102: Check for roof leaks.
Overall Cleanliness	✓		J Custodial N: Repair ceiling damage and repaint.

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

inappropriate school behavior as well as the consequences that follow poor decision-making.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to either the counselor, principal, or assistant principal, depending on the seriousness of the misconduct. When administering consequences, the principal/assistant principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Suspensions & Expulsions			
	Fontana High		
	05-06	06-07	07-08
Suspensions (#)	1009	458	809
Suspensions (%)	23.48%	11.20%	19.88%
Expulsions (#)	53	61	36
Expulsions (%)	1.23%	1.49%	0.88%

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

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

Fontana High conducts an After School Work Program as an alternative solution for students who want to make up lost time as a result of poor behavior in the classroom, tardiness, or truancy. The Alternative Learning Center is held during school hours as an alternative to off-campus suspensions typically resulting from disruptive classroom behavior and more serious infractions. Saturday school is available to students who want to make up class lessons due to truancy or other behaviors interfering with the completion of class work. Instruction and lessons during Saturday School follow a tutoring model and focus on CAHSEE preparation exercises.

At the beginning of the school year, students are informed of school rules and behavioral expectations at grade level discipline assemblies. Teachers reinforce student responsibilities in classroom discussions as part of the back-to-school process. All students are given a student planner which outlines district policies, school rules, and behavioral expectations. Throughout the year, students are reminded of their academic and behavioral responsibilities as needed through in-class announcements and teacher-initiated discussions. Student leadership representatives deliver a morning intercom address during first period classes to welcome students and share pertinent information about club meetings, testing, and college opportunities; in some cases, safety and behavioral issues are included in the morning announcement as a reminder for all students.

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 and perfect attendance. Students earning Renaissance standings are given a certificate of achievement and invited to a special luncheon. Academic achievements are recognized at an awards

assembly held at the end of each semester. Students who are involved in Fontana High's athletic programs that maintain a 3.0 grade point average or higher are eligible for Scholar Athlete awards.

Extracurricular Activities

Fontana High offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. The performing arts programs include choir, "a cappella" choir, drill team, dance, and band. School-sponsored clubs are centered around a variety of student interests. Competitive athletics programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls. A listing of athletic programs and school clubs can be found in the student planner or obtained in the Activities Office located in Steeler Hall (909-357-5500 ext. 6110).

Dropouts

Fontana High School's teachers and administrative staff have received training and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Fontana High School had 198 dropouts recorded for the 2006-07 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, home visits by the community liaison, School Attendance Review Board (SARB), Saturday school, independent study, referral to continuation high schools, referral to Student Study Team process, and concurrent enrollment in a community college.

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

Dropout & Graduation Rates			
	Fontana High		
	04-05	05-06	06-07
Dropout Rate (%)	2.5	2.6	5.6
Graduation Rate (%)	85.0	82.0	83.9
	FUSD		
	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.8	6.2
Graduation Rate (%)	82.3	77.6	78.9
	California		
	04-05	05-06	06-07
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**		
Fontana High	FUSD	California
76.1%	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.

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. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.4	26	75	67
Math	32.0	6	51	59
Science	34.3	6	10	64
Social Science	33.0	3	27	64
		2006-07		
English	30.2	28	52	78
Math	31.8	6	47	52
Science	32.2	2	34	56
Social Science	30.9	12	39	46
		2007-08		
English	28.5	38	80	63
Math	29.5	18	42	50
Science	32.0	5	30	54
Social Science	29.1	19	35	43

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks.

Fontana High 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, Fontana High held three staff development half-days that focused on:

- Curriculum Planning
- English Language Development/English Language Arts Mapping
- Advancement Via Individual Determination (AVID) Training
- Math Curriculum Planning/Benchmarks
- Technology Training
- ZANGLE® Training
- Differentiated Instruction

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

* Half days.

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

Instructional Materials

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

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

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign

language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

District Adopted Textbooks (Grades 9-12)	
Publisher	Year Adopted
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, Fontana 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	1.03%
Foreign Language	2	7.73%
Mathematics	2	1.30%
Science	3	1.74%
Social Science	5	4.22%
All Courses	14	16.03%

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	57.9
Graduates Who Completed All Courses Required for UC/CSE Admission	34.3

*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 Fontana 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.

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.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of 34 different 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.

Career technical education programs are offered at Fontana High include applied technology, business and computer education, and consumer science. 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/>.

Regional Occupational Program 2007-08

Course
A+ Certification
Auto Collision Repair
Auto Engine Performance
Auto Systems
Basic Automated Machining
Careers in Marketing Education & Retail Sales
Childcare Occupations
Custodial Occupations
Medical Terminology
Nurse Assistant: Acute Care
Nurse Assistant: Certified
Office Operations & Tech. Ph. I: Clerical
Robotics
Stagecraft Construction
Television & Video Production
Website Design
Welding Technology

Career Technical Education Courses

Agriculture Education
Business Education - Marketing
Business Education - Office
Consumer Home Economics Education
Home Economics Related Occupations
Industrial & Technology Education
Manufacturing Technology
Power, Energy & Transportation Technology
Visual Communications, Drafting
Visual Communications, Graphic
Diversified Occupations

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*

*Articulation agreements with:
 Chaffey Community College - 91 Courses
 San Bernardino Valley College - 25 Courses
 Victor Valley College - 23 Courses
 ** Most current data available.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Fontana High employed 148 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 adjacent table which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments

	Fontana High				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	174	170	173		1823	1885	1869	
Teachers with Full Credential	156	152	148		1723	1802	1764	
Teachers without Full Credential	18	18	25		69	83	105	
Teachers in Alternative Routes to Certification	19	18	15		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	3	3	18		33	19	96	
Teachers with Waivers	0	1	0		0	1	0	
Teachers Teaching Outside Subject Area	11	13	0		34	33	32	
Teacher Misassignments - Total	55	43	8	5	392	270	41	24
Other Misassignments of Certificated Staff	0	0	3	0	13	0	9	3
Teacher Misassignments for English Learners	55	43	5	5	379	270	32	21
Teacher Vacancies	4	0	1	0	4	0	2	5

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Fontana High	94.4	5.6
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

	Fontana High	FUSD
	%	%
Doctorate	2.9	1.5
Master's Degree plus 30 or more semester hours	34.7	34.6
Master's Degree	0.6	1.1
Bachelor's Degree plus 30 or more semester hours	42.2	49.2
Bachelor's Degree	12.7	11.3
Less than a Bachelor's Degree	6.9	2.2

Counseling & Support Services Staff

Fontana High makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Fontana High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

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

	No. of Staff	FTE
Counselor	11	12.0
Crisis Counselor	1	1.0
Psychologist	1	1.0
School Nurse	1	1.0
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.8
Adaptive PE Aide	1	1.0
LSH	1	0.6
Outreach Consultant	1	1.0
School Resource Officer	2	2.0

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:370

LSH = Language/Speech/Hearing

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Fontana 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 Fontana High School's SARC and access the Internet at any of the county's public libraries. The closest library to Fontana 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

District Expenditures

Salary & Budget Comparison

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

	Salary Comparison 2006-07	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Fontana High	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$18,715	\$7,893	237.1%	N/A	N/A
Restricted (Supplemental)	\$2,610	\$2,383	109.5%	N/A	N/A
Unrestricted (Basic)	\$16,105	\$5,510	292.3%	\$5,300	303.9%
Average Teacher Salary	\$52,839	\$64,747	81.6%	\$65,008	81.3%

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
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs