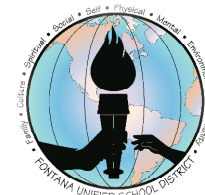


A.B. MILLER HIGH SCHOOL

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



Grades 9-12
Heather Griggs, Principal
6821 Oleander Avenue, Fontana, CA 92336
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2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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Board of Education

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Division of Instructional Services
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Division of Human Resources

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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 October 9, 2009, and school facilities information was acquired on June 17, 2009 and January 2010.

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.

School Profile

During the 2008-09 school year, A.B. Miller High School enrolled 3,006 students in ninth through twelve grade following a traditional calendar. Student enrollment includes 10.82% receiving special education services, 28.7% qualifying for English learner support, and 64.8% enrolled in the free and reduced-price meal program. 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.

Ninth grade students are randomly grouped into one of four 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.

Percentage of Students by Ethnicity 2008-09 Enrollment: 3,006

African-Amer.	8.3%
Amer. Indian or Alaskan Native	0.6%
Caucasian	7.5%
Asian	0.9%
Filipino	0.5%
Hispanic or Latino	81.6%
Pacific Islander	0.3%
Multiple or No Response	0.3%

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.

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. Parents seeking more information or who want to be involved may contact the principal at (909) 357-5800.

School News

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 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.

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or A.B. Miller High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	A.B. Miller			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	32	30	30	30	34	38	43	46	50
Math	8	8	14	27	30	35	40	43	46
Science	20	18	27	23	31	33	38	46	50
History	18	19	20	17	19	25	33	36	41

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	A.B. Miller						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	30	*	31	*	30	*	39
Math	8	*	38	*	14	*	19
Science	27	*	*	*	26	*	30
History	25	*	43	*	19	*	24

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	A.B. Miller					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	29	32	8	29	14	
Math	15	13	7	14	11	
Science	27	27	9	26	14	
History	26	14	5	18	2	

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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 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; 70% of A.B. Miller's tenth grade students who took the test in 2008-09 passed the math portion of the exam and 70% 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/.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	A.B. Miller			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	32.2	40.5	35.0	33.6	42.3	39.2	48.6	52.9	52.0
Mathematics	36.4	41.0	31.4	38.0	40.5	39.8	49.9	51.3	53.3

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 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	65.0	21.1	13.9	68.7	25.0	6.3
Male	70.5	19.1	10.3	66.9	26.1	7.0
Female	59.5	23.0	17.5	70.6	23.8	5.6
African American	60.0	27.3	12.7	77.2	17.5	5.3
American Indian or Alaskan	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	66.5	21.0	12.5	69.8	24.8	5.4
Pacific Islander	*	*	*	*	*	*
Caucasian	58.7	17.4	23.9	55.6	33.3	11.1
English Learners	80.5	16.1	3.4	81.3	17.0	1.7
Economically Disadvantaged	65.3	21.4	13.2	69.6	23.8	6.6
Migrant Education	*	*	*	*	*	*
Students with Disabilities	96.0	4.0	0.0	92.1	7.9	0.0

*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		
		2006	2007	2008
Statewide Rank		2	3	3
Similar Schools Rank		3	5	6
Results	2008 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	639	19	0	-6
Ethnic Subgroups				
African-Amer.	629	23	18	-16
Hispanic or Latino	637	19	2	-1
Caucasian	656	36	-31	-30
Other Subgroups				
Economically Disadvantaged	637	12	8	2
English Learners	581	17	-2	-14
Students with Disabilities	432	21	18	-9

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; 74% of high school students must be proficient in language arts and 75% 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 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 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		
English-Language Arts	No	No
Math	No	No
API	No	Yes
Graduation Rate	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20.1	26.8	33.6

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 2008-09, 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 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2

The statistical information in this table reflects the PI status during the 2009-10 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/.

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, seven 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 officers, 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.

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 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 April 2009. 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at A.B. Miller High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses 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 June 6, 2009. All restrooms during the 2008-09 school year were fully operational and available for student use at all time.

San Bernardino County Williams Facilities Inspection

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visits Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that

Item Inspected	School Facility	Good Repair Status
Most Recent Inspection: June 6, 2009		Repair Status Work orders were generated for all deficiencies noted below.
		Good Fair Poor
Gas Leaks	✓	
Mechanical Systems	✓	
Windows/Doors/Gates (interior and exterior)	✓	East Men RR: no water at third toilet from left, end cap missing from panic hardware (WO# 80402, 80403). Rm G13, M1: thermostat cover missing (WO# 80439, 80476). RR: no water at third sink from left (WO# 80480), toilet handle loose in handicap stall (WO# 80481). Women RR: three faucets loose (WO# 80372). Rm Q2-210: faucet loose at teachers sink (WO# 80364).
Interior Surfaces (walls, floors, and ceiling)	✓	Rm F7, FL6: entry door etched. Rm FL11: entry door sweep bent. East Men RR: door closer leaking (WO# 80404). Rm P16: door binds on lower right (WO# 80348). Rm P17: door binds on top left (WO# 80349). Rm P1, P18, P20: adjust door closer (WO# 80350). Rm Q2-208: lockset loose (WO# 80363). Rm M8: lockset loose and hardware missing (WO# 80441). Rm T4: south door damaged (WO# 80472). Rm T3: exit device cover missing (WO# 80474).
Hazardous Materials (interior and exterior)	✓	Rm S13: repair cove base (WO# 80415). Rm M4: ceiling tile missing by door (WO# 80290).
Structural Damage	✓	Rm A7, BC19, BC4, BC5, BC7, BC8, BC9, BC15, BC16, BC17 RR, F13, F14, F15, F19, F10, F11, F12, F2, F5, F8, F9, FL2, FL4, FL7, G13, H11, H1, J13, J20, M2, M5, M6, M7, M9, M13, M14, M17, M18, 15, P17, P19, P21, P22, P23, P5, P7, P8, P9, P10, P11, P12, P1, P4, P3, P2, P1, P34, Q2-211, Q1-110, Girls' RR, Q1-112, Gym, G9, Library, Textbook Storeroom, Admin Guidance, Counselor Dela-Paul, Attendance, A1 Darkrooms 1 & 2 Kitchen/Faculty Dining: lamps out. Rm B17, BC18, F3, F6, FL3, G4, H1, H10, H9, H17, J16, I1, I2, I3, P19, P14, P34, Q2-204, Q2-205, Q2-207, S4, S5, S1, S9, S10, S11, S12, S13, S14, M1, M7, M9, M12, M13, T4, Registrar, Arts Office, Textbook Storeroom: stained ceiling tiles (WO# 80290). Admin Unclass Lounge: re-seat ceiling tile (WO# 80290), skylight leaking (WO# 80408), dry wall damage (WO# 80408). Rm A4, BC14, F9, FL12, H9, H3, M9: replace pencil sharpener (WO# 80373, 80444, 80451, 80467). Rm A5: re-seat ceiling tile (WO# 80290). Rm A5: cracked light diffuser (WO# 80295). Rm A7: ceiling tile missing (WO# 80290). Rm 19: patch hole in southeast corner, broken light diffuser (WO# 80295). Student Store: patch hole in west wall by time clock (WO# 80471), replace damaged ceiling tiles (WO# 80290). Rm BC4, FL9, P10, S13, Gym: replace damaged ceiling tiles (WO# 80290). Rm FL5, FL6, FL7, F9, F7, F8, F9, FL3, F10, F11, F12, F2, F3, F13, F14, F15, F16, F17, FL11, H8, H4, H5, H6, H7, H3, H1, H13, H20, H19, H18, H17, H16, P2, P9, P18, S9, M2, M8, M9, M10, M11, M12, M13, T1: carpet repair (WO# 80291). Rm F1: re-secure humidistat to wall (WO# 80392). East Women RR: lamp cover missing above handicap stall. Rm G14, G2, P19, Girls' Locker Room: broken light diffuser (WO# 80295). Rm G3, M18, P12, Boys' Locker Room, Textbook Storeroom: light diffuser missing (WO# 80295). Rm G5: patch and paint ceiling. Rm Girls' Locker Room: patch and paint ceiling by skylight (WO# 80479). Rm G10: cove base missing/loose (WO# 80483). Library: light diffusers at entry missing (WO# 80295). Men RR: stainless shelf missing screw, access hatch damaged (WO# 80371). Rm H8: T-bar sagging (northwest) (WO# 80388). Rm I1, I3, I4, P17, S6: damaged ceiling tiles (WO# 80290). Rm P22: light diffuser missing (WO# 80295). Rm S5: repair floor tile and cove base. Rm 7: floor tiles damaged by shower (WO# 80410). Rm S9: re-paint wall by door (WO# 80413).
Fire Safety	✓	
Electrical (interior and exterior)	✓	Rm P7: re-secure skirting (north) (WO# 80354).
Pest/Vermin Infestation	✓	
Drinking Fountains (inside and outside)	✓	Counselor Reynolds: light switch loose (WO# 80406). Rm BC3: install cover on floor receptacle (WO# 80449). Rm F14, F17: light switch loose in wall (WO# 80390). Rm FL6, FL8, FL9, FL11: light switch loose in wall (WO# 80390). Rm P18: broken duplex cover plate (north) and light switch cover plate (WO# 80351). Rm P21: cracked light switch cover plate (WO# 80352). Rm P10: duplex cover missing (north) (WO# 80357). Girls' & Boys' RRs: hand dryer nonoperational. Rm M3: replace ballast (WO# 80440).
Restrooms	✓	Library: drinking fountain on right by restrooms non-operational.
Sewer	✓	Men RR: install oversize switch cover plate to cover ceramic tile edge (WO# 80477). Portable Girls' RR: left faucet leaks (WO# 80359). Portable Staff RR: right faucet loose (WO# 80365).
Playground/School Grounds	✓	
Roofs	✓	
Overall Cleanliness	✓	

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.

school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 3, 2009. Results of the inspection and corrective action taken by the district are provided in the table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
FL Wing Common	Windows/Doors/Gates/Fences	Exposed broken glass accessible to pupils and staff.	WO# 87691
Gym	Mech/HVAC	Vents or surrounding areas are dirty.	
F-7	Windows/Doors/Gates/Fences	Windows are broken or damaged.	
Grounds/Stadium	Windows/Doors/Gates/Fences	Fencing has holes or is not secured properly.	
Grounds/Stadium	Windows/Doors/Gates/Fences	Exposed posts.	
Grounds/Stadium	Windows/Doors/Gates/Fences	Scratches on floor or gouges on asphalt in arch of gate swing.	
Boys' Locker Room	Interior Surfaces	Interior fixtures are loose, damaged or broken.	WO# 87689
G Wing/Weight Room	Interior Surfaces	Interior fixtures are loose, damaged or broken.	WO# 86939, WO# 87695
Girls' Restroom	Interior Surfaces	Wall tiles are missing.	WO# 86862
A Wing	Hazardous Material	Cleansers not stored properly.	
A Wing	Hazardous Material	Aerosols found (no aerosols are allowed).	
Health Office	Hazardous Material	Compressed gas cylinders are free-standing or otherwise unsecured.	
Grounds/Stadium	Structural Damage	Block/brick walls or structures are deteriorating or damaged.	
Gym	Fire Safety	Fire extinguisher is out of date or missing monthly inspection date and initials.	
Admin Office	Electrical	Lighting fixture or bulbs are not working or missing.	
G Wing	Electrical	Electrical outlet covers or light switch covers are damaged or missing.	WO# 80295
Grounds/Stadium	Electrical	Electrical outlet covers or light switch covers are damaged or missing.	WO# 87701
Gym	Electrical	Lighting fixture or bulbs are not working or missing.	WO#87688
A Wing	Drinking Fountains	Water pressure too low.	WO# 860908
FL Wing Common	Drinking Fountains	Water leak, inform site guide during the inspection.	WO# 86943
G Wing	Drinking Fountains	Water pressure too low.	WO# 860908
Grounds/Stadium	Drinking Fountains	Sing/fountain missing knob or button.	
H Wing Common	Drinking Fountains	Water pressure too low.	WO# 860908
I Wing	Drinking Fountains	Water pressure too low.	WO# 860908
T Wing	Drinking Fountains	Water pressure too low.	WO# 860908
Boys' Locker Room	Restrooms	Urinal is not working.	WO# 80402
Boys' Locker Room	Restrooms	Sink is not working.	WO# 87690
Boys' Locker Room	Restrooms	Partitions/stall doors (if partitions have been designed for doors) are damaged or not security attached or non-functional.	WO# 86864
Boys' Restroom	Restrooms	Toilet is damaged, broken, or clogged.	
Boys' Restroom (Counseling)	Restrooms	Partitions/stall doors (if partitions have been designed for doors) are damaged or not security attached or non-functional.	WO# 86864
Boys' Restroom (Next to Cafeteria)	Restrooms	Fixtures damaged, broken, or unsecured.	WO# 87689
G Wing	Restrooms	Urinal is not working.	
G Wing	Restrooms	Partitions/stall doors (if partitions have been designed for doors) are damaged or not security attached or non-functional.	WO# 86864
Girls' Locker Room	Restrooms	Fixtures damaged, broken, or unsecured.	WO# 87692
Girls' Locker Room	Restrooms	Restrooms/showers used as storage area.	
Girls' Restroom	Restrooms	Sink water pressure too low.	WO# 86861.
Girls' Restroom (Next to Cafeteria)	Restrooms	Partitions/stall doors (if partitions have been designed for doors) are damaged or not security attached or non-functional.	WO# 86864
T wing	Restrooms	Restrooms are not stocked with soap.	
Grounds/Stadium	Playground & School Grounds	Signs of water drainage problems including standing water on	WO# 87700
Grounds/Stadium	Playground & School Grounds	Sprinkler covers/sprinklers are broken.	WO# 87700
Grounds/Stadium	Playground & School Grounds	Seating and tables are not functional and show significant cracks.	WO# 86910
Grounds/Stadium	Overall Cleanliness	Area has unabated graffiti.	WO# 87687
Grounds/Stadium	Overall Cleanliness	Areas evaluated have accumulated refuse.	WO# 86911
Restroom Area	Overall Cleanliness	Area has unabated graffiti.	

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 intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the Assistant Principal 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. Each passing period, restrooms are searched for tardy students quickly screened for cleanliness. The assistant principal (in charge of facilities) and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues.

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 2008-09 school year, A.B. Miller High received deferred maintenance funds for electrical repairs (a portion of \$6,45,37), flooring replacement (a portion of \$35,784), HVAC repairs (a portion of \$6,912), paving repairs (a portion of \$10,875), and wall system upgrades (\$2,888.88)

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.

	Suspensions & Expulsions		
	A.B. Miller		
	06-07	07-08	08-09
Suspensions (#)	435	539	594
Suspensions (%)	12.87%	17.03%	19.76%
Expulsions (#)	35	36	26
Expulsions (%)	1.04%	1.14%	0.86%

	FUSD High Schools		
	06-07	07-08	08-09
Suspensions (#)	1148	2156	3840
Suspensions (%)	12.84%	17.00%	29.31%
Expulsions (#)	110	150	107
Expulsions (%)	1.23%	1.18%	0.82%

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

At the beginning of the school year, students are informed of school rules and behavior expectations 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 academic and behavior responsibilities. The student handbook contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavior responsibilities as needed through the student bulletin, morning announcements, Rebel TV broadcasts, and personalized messages sent home through the TeleParent™ system.

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

Extracurricular Activities

A.B. Miller High 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.

Dropouts

A.B. Miller High School reported 99 dropouts for the 2007-08 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 police and probation officer intervention, School Attendance Review Board (SARB), Saturday School, independent study, and referral to continuation high schools. 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 2005-06 school year, 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			
	A. B. Miller		
	05-06	06-07	07-08
Dropout Rate (%)	1.1	3.5	3.5
Graduation Rate (%)	95.3	90.4	90.1
FUSD			
Dropout Rate (%)	3.8	6.2	3.8
Graduation Rate (%)	77.6	78.9	79.2
California			
Dropout Rate (%)	3.5	4.4	3.9
Graduation Rate (%)	83.4	80.6	80.2

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
A. B. Miller	FUSD	California
76.7%	71.6%	80.4%

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				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		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
2008-09				
English	28.9	20	50	45
Math	30.8	5	29	43
Science	30.0	10	25	35
Social Science	28.2	14	36	28

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.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

During the 2008-09 school year, A.B. Miller held three staff development days that focused on:

- AVID Pathway Training
- Standards Based Curriculum and the Four-year Plan
- Rigor, Relevance, Relationship
- Team Building
- Professional Learning Communities
- Smaller Learning Communities

As a supplement to district-sponsored training, A.B. Miller High School supports professional development throughout the year to support the current needs of its teachers and students. During the 2008-09 school year, supplemental training activities took place on early release days and focused on 1) Jim Collins' "Good to Great", 2) WASC accreditation, and 3) the multi-generational workplace. A.B. Miller High's full-time Local Area Network Analyst provides up-to-date training and support on current technology trends to help teachers enhance instruction through the use of technology.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals

receive specialized training to support current classroom curricula and instructional strategies. 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 June 3, 2009, 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 #09-36 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 its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

College Preparation & Work Readiness

Advanced Placement

In 2008-09, A.B. Miller High offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score

District Adopted Textbooks (Grades 9-12)			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
English/Language Arts			
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	9-12	0	2003
Pearson Longman; <i>Shining Star</i>	9-12	0	2004
Math			
Glencoe; <i>California Algebra 1: Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Glencoe; <i>California Algebra 2: Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Science			
Pearson/Prentice Hall; <i>California Biology</i>	9-12	0	2007
Glencoe; <i>Chemistry: Matter and Change</i>	9-12	0	2007
Holt; <i>Earth Science</i>	9-12	0	2007
Social Science			
McDougal Littell; <i>Modern World History</i>	9-12	0	2006
McDougal Littell; <i>The Americans</i>	9-12	0	2006
Prentice Hall; <i>Economics</i>	9-12	0	2006
Prentice Hall; <i>Magruder's American</i>	9-12	0	2006

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 2008-09		
	No. of Courses Offered	% of Students in AP Courses
English	2	2.93%
Foreign Language	2	3.33%
Mathematics	3	2.59%
Science	2	0.83%
Social Science	4	6.65%
All Courses	13	16.33%

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 2007-08*		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	63.2	
Graduates Who Completed All Courses Required for UC/CSU Admission	7.8	

*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 twice a year regarding career paths and courses of study. Students are introduced during freshman year to career technical education programs at A.B. Miller High, career pathways, 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.

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.

On-Campus Regional Occupational Courses 2008-09	
Careers in Marketing	Medical Asst - Front Office
Diesel Technology	Medical Terminology
Fire Technology	Professional Dance
Law Enforcement	Stagecraft Construction
Medical Asst - Back Office	Teacher Aide

On-Campus Career Technical Courses 2008-09	
Accounting/Computer Acctg	General Office Occupations
Automotives	Graphic Communications
Brick, Block, & Stone Masonry	Interior Design, Furnishings, & Maint
Broadcasting Technology	Other Energy & Utilities
Child Development & Guidance	Preparing to Work in Health Careers
Fashion Textiles & Apparel	Woodworking
Food and Nutrition	

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 California Partnership Academies: Team Teaching Careers, Health Science, and Protective Services. Students enrolled in the academies are enrolled in core classes where instructional content is more closely related to their chosen field of study. These programs are 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 coursework is in alignment with state standards and students' needs.

Each of AB Miller High's career pathways is a sequence of academic and technical courses that provide the opportunity for students to apply academics and develop technical skills in a curricular area. Career pathway programs prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested. Pathway sequences include:

	Teacher Credentials & Assignments							
	A.B. Miller				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	145	148	134		1885	1869	1898	
Teachers with Full Credential	136	141	131		1802	1764	1816	
Teachers without Full Credential	9	7	3		83	105	82	
Teachers in Alternative Routes to Certification	8	3	3		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	12	1		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	4	0	0		33	32	26	
Teacher Misassignments - Total	46	7	0	5	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	46	7	0	5	270	32	4	8
Teacher Vacancies	0	0	0	2	0	2	0	4

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
A.B. Miller	83.8	16.2
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

- Arts, Media, and Entertainment
- Building Trades and Construction
- Education, Child Development, and Family Services
- Health Science and Medical Technology
- Public Services

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/>.

Career Technical Education (CTE) Program Participation 2008-09	
Total Number of Students Participating in CTE Programs	470
Percentage of Students Completing CTE Program and Earning a High School Diploma	67.77%
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

Professional Staff

Teacher Assignment

For the 2008-09 school year, A.B. Miller High employed 131 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on

	Teacher Education Levels 2008-09	
	A.B. Miller	FUSD
	%	%
Doctorate	0.7	1.4
Master's Degree plus 30 or more semester hours	37.3	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	46.3	49.8
Bachelor's Degree	11.9	14.0
Less than a Bachelor's Degree	3.7	0.9

teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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) 2008-09		
	No. of Staff	FTE
Counselors	11	11.0
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	7	7.0
Police Officer	1	1.0

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:274

LSH = Language/Speech/Hearing

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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 2007-08					
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	\$7,129	\$8,522	83.7%	N/A	N/A
Restricted (Supplemental)	\$1,258	\$2,734	46.0%	N/A	N/A
Unrestricted (Basic)	\$5,871	\$5,788	101.4%	\$5,512	106.5%
Average Teacher Salary	\$69,655	\$66,500	104.7%	\$67,049	103.9%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement

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