

FONTANA HIGH SCHOOL

• Accredited by the Western Association of Schools & Colleges •
 • 2006 AVID National Demonstration School •
 • College Boards Fifth Annual AP Report to the Nation - Recognized for Exemplary Advanced Placement Program •



Grades 9-12
 Dr. Sergio Flores, Principal
 9453 Citrus Avenue, Fontana, CA 92335
 (909) 357-5608 ~ FAX (909) 357-5629
 www.fontanahigh.org



2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue
 Fontana, CA 92335
 (909) 357-5000
 www.fusd.net

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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.

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.

School Profile

During the 2008-09 school year, Fontana High School enrolled 3,792 students in ninth through twelve grade on a traditional school year calendar, including 10.8% receiving special education services, 33.6% qualifying for English learner support, and 66.9% enrolled in the free or reduced-price meal program. 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.

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

Percentage of Students by Ethnicity 2008-09 Enrollment 3,792

African-Amer.	3.8%
Amer. Indian or Alaskan Native	0.3%
Caucasian	5.9%
Asian	0.9%
Filipino	0.3%
Hispanic or Latino	88.2%
Pacific Islander	0.4%
Multiple or No Response	0.2%

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.

only to secondary schools meeting rigorous benchmarks in preparing students for post-secondary education.

The College Board's Fifth Annual AP Report to the Nation recognized Fontana High for having an "Exemplary Advanced Placement". High schools commended in the report based upon their efforts to increase access to advanced placement programs to typically underserved students and helping African American and Latino students to succeed in its advanced placement coursework.

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 students and the school by chaperoning student activities or attending school performances and athletic events.

The principal invites parents to join him quarterly for informational meetings to discuss general and concentrated topics. The School Site Council, English Learner Advisory Council, and Booster Clubs provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information or who want to get involved in the school community may contact Kristy Cayton, Outreach Liaison, at (909) 357-5608 ext. 6545 or via email at caytkk@fUSD.net.

School News

School-to-home communication is provided in both English and Spanish. 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 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 addresses are available on the high school's website and parents are encouraged to take advantage of this communications tool.

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.

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.

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.

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 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 the level

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 Fontana 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									
	Fontana High			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	24	27	31	30	34	38	43	46	50
Math	12	15	20	27	30	35	40	43	46
Science	19	27	26	23	31	33	38	46	50
History	16	20	22	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							
	Fontana High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	27	*	45	*	30	27	42
Math	12	*	45	*	21	0	19
Science	16	*	*	*	25	*	40
History	18	*	53	*	22	*	30

*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						
	Fontana High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	35	11	31	8	
Math	22	19	9	21	5	
Science	28	24	11	25	7	
History	29	16	10	22	6	

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; 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:

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	Fontana High	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	Yes	Yes
Graduation Rate	Yes	Yes

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

	Fontana High			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	31.8	40.3	37.8	33.6	42.3	39.2	48.6	52.9	52.0
Mathematics	37.4	41.3	42.9	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	62.2	24.6	13.2	57.1	33.4	9.5
Male	66.8	22.2	11.0	55.3	32.6	12.1
Female	57.7	27.0	15.3	58.9	34.2	7.0
African American	77.1	14.3	8.6	73.5	20.6	5.9
Hispanic or Latino	62.6	24.7	12.7	57.9	33.1	9.0
Caucasian	48.2	28.6	23.2	41.8	38.2	20.0
English Learners	73.7	21.2	5.2	65.3	28.8	6.0
Economically Disadvantaged	63.7	23.7	12.6	57.6	33.5	9.0
Students with Disabilities	96.1	2.9	1.0	89.3	9.7	1.0

*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		3	2	3
Similar Schools Rank		8	5	7
Results	2008 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	677	-17	27	24
Ethnic Subgroups				
African-Amer.		-15	0	
Hispanic or Latino	675	-15	33	23
Caucasian	704	-23	-4	22
Other Subgroups				
Economically Disadvantaged	674	-22	35	21
English Learners	633	-16	21	23
Students with Disabilities	440	12	39	-7

• 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.

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 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	23.6	30.3	34.0

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, Fontana

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

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/aci/ayl/.

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 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.

School Facilities & Safety

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 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.

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

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Fontana High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District

uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on May 2, 2009. All student restrooms were fully functional and available for use at all times. One set of restrooms was closed for a semester due to remodeling efforts.

Campus Description

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.

2008-09 Campus Improvement Projects

- Roofing repairs
- Paving

2009-10 Campus Improvement Projects

- Swimming pool renovation

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, nine campus security officers are strategically placed at designated locations and all administrators and counselors circulate around the campus monitoring student behavior. During lunch, all nine campus security officers and the administrators share supervision of the cafeteria and common gathering areas. One full-time probation officer and two full-time 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.

Item Inspected	School Facility Good Repair Status		
	Good	Fair	Poor
Most Recent Inspection: May 2, 2009			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)		✓	
Hazardous Materials (interior/exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	
Poor			

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.

Campus Maintenance

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

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

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, Fontana High received deferred maintenance funds for:

- Asbestos abatement (\$22,979.02 and a portion of \$4,940)
- Classroom lighting (\$24,650)
- Electrical projects (a portion of \$7,585)
- Fire alarm system repairs (\$1,088.40)
- Flooring replacement (\$29,875 and a portion of \$35,784)
- HVAC repairs (\$4,209.01 and a portion of \$6,912)
- Paving (\$38,169)
- Plumbing repairs (\$8,457.89)
- Roof repairs (a portion of \$975)
- Wall systems (\$7,698)

Classroom Environment

Discipline & Climate for Learning

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

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 initially referred to an assistant principal for further intervention. When administering consequences, the assistant principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Suspensions & Expulsions

	Fontana High		
	06-07	07-08	08-09
Suspensions (#)	458	809	990
Suspensions (%)	11.20%	19.88%	25.63%
Expulsions (#)	61	36	24
Expulsions (%)	1.49%	0.88%	0.62%

	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.

Fontana High conducts an After School Work Program as an alternative solution for students who want to make up lost time caused by 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.

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 189 dropouts recorded for the 2007-08 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, home visits by the community liaison or attendance liaison, School Attendance Review Board (SARB), Saturday School, independent study, referral to continuation high schools, referral to Student Intervention Team process, and concurrent enrollment in a community college. To increase opportunities for higher achievements, Fontana High added more advanced placement and honors classes enabling 90 more students - that would not have otherwise been accommodated - to receive advanced, college prep instruction.

In the following Dropout & Graduation Rates table, 2007-08 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

	Fontana High		
	05-06	06-07	07-08
Dropout Rate (%)	2.6	5.3	4.0
Graduation Rate (%)	90.1	85.2	84.5

	FUSD		
	05-06	06-07	07-08
Dropout Rate (%)	3.8	6.2	3.8
Graduation Rate (%)	77.6	78.9	79.2

	California		
	05-06	06-07	07-08
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**		
Fontana High	FUSD	California
69.6%	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	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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

Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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

Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.0	48	65	48
Math	30.4	13	39	54
Science	30.7	8	29	50
Social Science	28.1	17	54	29

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.

Staff Development Days Three-Year Trend

2006-07	2007-08	2008-09
9*	3	2

* Half days.

During the 2008-09 school year, Fontana High held two staff development days that focused on:

- Data Analysis
- Differentiating & Modifying Instruction to Promote Student Success
- Classroom Management, Parent Involvement, & Referrals
- Special Education - Transition Plans, Curriculum, IEP Review & Tracking
- Jane Schaffer Fundamental Review & Comparison to Step Up to Writing
- ZANGLE® Training
- Review of New Adoption Materials & Discussion of Pacing Curriculum Alignment & SMART Goals
- Best Practices, Successful Strategies (multiple disciplines)
- Providing Science Instruction to ELD Students

As a supplement to district-sponsored training, Fontana High 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 focused on 1) Professional Learning Communities collaboration and sharing best practices, 2) "My Access" writing and scoring strategies to increase language arts proficiency, and 3) cognitive coaching applications to strengthen teaching strategies.

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 instructional 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

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	66.8
Graduates Who Completed All Courses Required for UC/CSU Admission	10.4

*Most current data available.

Advanced Placement

In 2008-09, 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		
2008-09		
	No. of Courses Offered	% of Students in AP Courses
English	2	1.93%
Foreign Language	2	5.96%
Mathematics	2	2.14%
Science	3	1.29%
Social Science	5	5.35%
All Courses	14	16.67%

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 individually, in small groups, and in workshop format to address career paths, career exploration opportunities, and courses of study. Students are introduced to career technical education programs at Fontana High, regional occupational programs, career pathways, 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.

On-campus ROP Courses	
2008-09	
Auto Collision Repair	Nurse Assistant: Certified
Auto Engine Performance	Stagecraft Construction
Automotive Systems	Sports Therapy & Fitness
Childcare Occupations	Veterinary Assistant
Introduction to Health Careers	Welding Certification
Medical Terminology	Welding Technology
Nurse Assistant: Acute Care	

On-campus Career Technical Education Courses	
Accounting/Computer Accounting	Other Marketing, Sales/Svc
Automotives	Specialized Welding Program
Fashion Textiles & Apparel	Technical Drafting
Interior Design, Furnishings, & Maint. Woodworking	
Other Energy and Utilities	

Career Pathway Sequences	
Arts, Media, & Performance	Marketing Sales & Services
Health Science & Medical Tech.	Transportation
Manufacturing & Product Development	

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/>.

Career Technical Education (CTE) Program Participation	
2008-09	
Total Number of Students Participating in CTE Programs	466
Percentage of Students Completing CTE Program and Earning a High School Diploma	75.56%
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

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

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.

Professional Staff

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 Intervention Team (SIT) 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 SIT 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
Counselor	11	11.0
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
Community Liaison	1	0.3
School Resource Officer	2	2.0

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:344

LSH = Language/Speech/Hearing

Teacher Assignment

For the 2008-09 school year, Fontana High employed 151 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 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/t/>.

Teacher Credentials & Assignments

	Fontana High				FUSD			
	06-07	07-08	08-09	08-09	06-07	07-08	08-09	08-09
Total Teachers	170	173	165		1885	1869	1898	
Teachers with Full Credential	152	148	151		1802	1764	1816	
Teachers without Full Credential	18	25	14		83	105	82	
Teachers in Alternative Routes to Certification	18	15	13		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	3	18	5		19	95	41	
Teachers with Waivers	1	0	0		1	0	1	
Teachers Teaching Outside Subject Area	13	0	8		33	32	26	
Teacher Misassignments - Total	43	8	1	1	270	41	4	8
Other Misassignments of Certificated Staff	0	3	0	0	0	9	0	0
Teacher Misassignments for English Learners	43	5	1	1	270	32	4	8
Teacher Vacancies	0	1	0	0	0	2	0	4

Percentage of Core Classes:

	2008-09	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Fontana High	85.3	14.7
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels

	2008-09	
	Fontana High %	FUSD %
Doctorate	30.0	1.4
Master's Degree plus 30 or more semester hours	32.7	32.4
Master's Degree	1.2	1.5
Bachelor's Degree plus 30 or more semester hours	45.5	49.8
Bachelor's Degree	14.5	14.0
Less than a Bachelor's Degree	3.0	0.9

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

Expenditures Per Pupil	2007-08				
	Dollars Spent per Student				
	Fontana High	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$2,990	\$8,522	35.1%	N/A	N/A
Restricted (Supplemental)	\$461	\$2,734	16.9%	N/A	N/A
Unrestricted (Basic)	\$2,528	\$5,788	43.7%	\$5,512	45.9%
Average Teacher Salary	\$60,628	\$66,500	91.2%	\$67,049	90.4%

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:

- 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
- High Priority School Grants Program
- 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
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, Title II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Williams Case Settlement

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 25, 2009. Results of the inspection and corrective action taken by the district are provided in the table below.

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: Su 12-5; M-Th 10-9, F-Sa 10-6

Number of computers available: 232

Number of printers available: 4

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
PL42	Structural Damage	Posts, beams, and supports for portable classrooms and ramps are damaged.	WO# 86927
PL42	Structural Damage	Posts, beams, and supports for portable classrooms and ramps are damaged.	WO# 86927
A202	Mech/HVAC	Vents are damaged.	WO# 86513
PL38	Mech/HVAC	Vents or surrounding areas are dirty.	WO# 86522
S Wing	Mech/HVAC	Vents or surrounding areas are dirty.	WO# 86522
Welding Class	Mech/HVAC	Vents or surrounding areas are dirty.	WO# 86522
Stadium	Windows/Doors/Gates/Fences	Gates are broken or damaged.	WO# 86929
C Wing	Interior Surfaces	Ceiling tiles are damaged or loose	WO# 86526
C104	Interior Surfaces	Walls have damage from cracks, tears, and/or holes.	WO# 86913
D103	Interior Surfaces	Wall mop strip missing or damaged.	WO# 86891
East Gymnasium	Interior Surfaces	Flooring has damage from cracks, tears, and/or holes.	WO# 86894
H Wing	Interior Surfaces	Ceiling tiles are damaged or loose.	WO# 86526
H Wing	Interior Surfaces	Ceiling tiles are missing.	WO# 86526
H Wing	Interior Surfaces	Wall mop strip missing or damaged.	WO# 86891
PL38	Interior Surfaces	Wall mop strip missing or damaged.	WO# 86891
Portable 2	Interior Surfaces	Ceiling tiles are damaged or loose.	WO# 86526
R Wing	Interior Surfaces	Ceiling tiles are missing.	WO# 86526
S102	Interior Surfaces	Ceiling tiles are missing.	WO# 86526
S104	Interior Surfaces	Ceiling tiles are missing.	WO# 86526
S104	Interior Surfaces	Flooring has damage from cracks, tears, and/or holes.	WO# 86572
ST112	Interior Surfaces	Carpeting damaged, rippled, or stained.	WO# 86572
ST Wing	Interior Surfaces	Ceilings have water damage.	
ST Wing	Interior Surfaces	Walls have damage from cracks, tears, and/or holes.	
ST 104	Interior Surfaces	Interior fixtures are loose, damaged or broken.	WO# 66388
E Wing	Hazardous Material	Paint is peeling, chipping, or cracking	WO# 86566
East Gymnasium	Hazardous Material	Paint is peeling, chipping, or cracking	
PL38	Hazardous Material	Paint is peeling, chipping, or cracking	WO# 86919
G Wing	Structural Damage	Holes in walls.	WO# 86520
Stadium Parking Lot	Fire Safety	Fire lane not clearly visible.	WO# 86902
D101	Electrical	Computer cords not secured properly.	No work order; site issue.
H Wing	Electrical	Lighting covers are missing, damaged or loose.	WO# 86888
PL42	Electrical	Lighting fixture or bulbs are not working or missing.	WO# 86928
PO24	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard.	No work order; site issue.
Portable 2	Electrical	Exposed wires (no voltage or low voltage)	WO# 148110
S104	Electrical	Exposed wires (no voltage or low voltage)	WO# 84419
ST 101	Electrical	Ballast is not working.	WO# 86922
ST 200	Electrical	Lighting fixture or bulbs are not working or missing.	
ST 211	Electrical	Lighting fixture or bulbs are not working or missing.	
Weight Room	Electrical	Lighting covers are missing, damaged or loose.	WO# 86888
PL38	Pest/Vermin Infestation	Evidence of pest infestation.	
ST211	Pest/Vermin Infestation	Evidence of pest infestation.	
Boys Locker Room	Drinking Fountains	Sink/fountain is not working.	WO# 85636
D Wing	Drinking Fountains	Sink/fountain is not working.	
East Gymnasium	Drinking Fountains	Water pressure too low.	WO# 86589
Portable 22	Drinking Fountains	Water leak - inform site guide during the inspection.	WO# 86877
Portable 30	Drinking Fountains	Water pressure too low.	WO# 86589
Stadium	Drinking Fountains	Water pressure too low.	WO# 86589
Welding Class	Drinking Fountains	Sink/fountain is not working.	WO# 86923
G Wing	Restrooms	Sink is not working.	
Girls Locker Room	Restrooms	Toilet is damaged, broken, or clogged.	WO# 86903
Kitchen	Restrooms	Restrooms are not stocked with soap.	No work order; site issue.
Portable 30	Restrooms	Sink water pressure too low.	
ST Wing	Restrooms	Restrooms are not stocked with soap.	No work order; site issue.
Stadium	Restrooms	Restrooms are dirty and not maintained regularly.	
Stadium	Restrooms	Restrooms are not stocked with toilet paper.	No work order; site issue.
Stadium	Restrooms	Restrooms are not stocked with paper towels.	No work order; site issue.
Stadium	Restrooms	Restrooms are not stocked with soap.	No work order; site issue.
F Wing	Playground & School Grounds	Significant cracks, trip hazards, holes or deterioration.	WO# 86935
North of PL31	Playground & School Grounds	Significant cracks, trip hazards, holes or deterioration.	WO# 86917
Southside of A Wing	Playground & School Grounds	Significant cracks, trip hazards, holes or deterioration.	
Tennis Courts	Playground & School Grounds	Significant cracks, trip hazards, holes or deterioration.	WO# 86937
Auditorium Boys Restroom	Overall Cleanliness	Area has unabated graffiti.	WO# 86924
C Wing	Overall Cleanliness	Area has unabated graffiti.	WO# 86512
F Wing	Overall Cleanliness	Area has unabated graffiti.	WO# 86512
G Wing	Overall Cleanliness	Area has unabated graffiti.	WO# 86512
Library	Overall Cleanliness	Area has unabated graffiti.	WO# 86512
PL Wing	Overall Cleanliness	Graffiti etched in windows/tiles.	WO#86915
PL46	Overall Cleanliness	Areas evaluated have accumulated refuse.	WO# 86915
S104	Overall Cleanliness	Cluttered classroom or store room	
South Side of A Wing	Overall Cleanliness	Graffiti etched in windows/tiles.	WO# 86915
Stadium	Overall Cleanliness	Area has unabated graffiti.	WO# 86512