



To graduate all students prepared to succeed in a changing world.

Fontana High School

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Ninth - Twelfth Grade
 Michael Demmer
 Principal

[www.fusd.net/home/fohi/
 fontana_high.html](http://www.fusd.net/home/fohi/fontana_high.html)

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Fontana Unified School District

Fontana High School

2000-2001 Annual School Report Card

A Message from the Superintendent

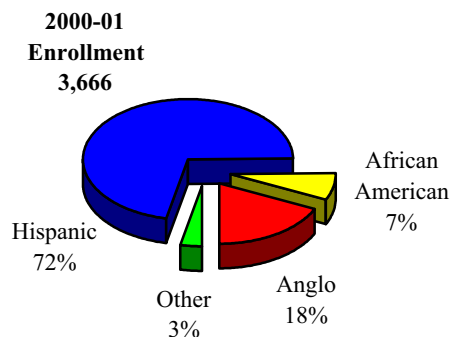
The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
 Superintendent of Schools

School Profile

Fontana High School serves 3,666 students in grades nine through twelve on a traditional school year calendar. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Fontana High is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



Discipline & Climate for Learning

Fontana High has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of Fontana 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. Fontana High believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual student handbooks.

Attendance

Regular attendance at Fontana High is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities. Punctuality and promptness are desirable traits to develop. The students of Fontana High are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are

not effective. Fontana High expelled 136 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Fontana High School			All Fontana USD High Schools		
	99	00	01	99	00	01
Suspensions (#)	703	696	573	1490	1453	1579
Suspensions (%)	15.7	18.3	15.6	16.8	15.7	16.5
Expulsions (#)	33	45	58	94	113	146
Expulsions (%)	0.7	1.2	1.6	1.1	1.2	1.5

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

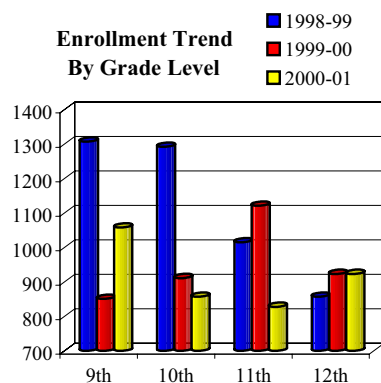
- Academic Decathlon
- Advanced Placement
- A.P. Statistics
- Art Club
- AVID
- Chef's Club
- Class of '02
- Class of '04
- Color Guard
- Concert Men's Glee
- Discovery Club
- Electronics Club
- FBLA
- FFA
- French Club
- GATE
- Helping Hands
- Interact
- Key Club
- Literary Club
- Madrigals
- MECHA
- Multicultural Club
- Pacific Society
- Peer Leadership
- Polynesian Club
- ROTC
- Science Club
- Speech and Debate
- Students In Action
- Virtual Business
- Brothers and Sisters United
- International Correspondence Club
- International Explorers
- A'Capella Choir
- A.P. Spanish
- Arabic Culture Club
- Auto Club
- Band
- Chess Club
- Class of '03
- Class of '05
- Concert Ladies Glee
- CSF
- Drama/Video Club
- Executive Club
- FBTA
- FHA-HERO
- F.R.O.G.
- Healthy Start
- HOSA
- Interclub Council
- Latino Club
- Machine Tech
- Math Club
- Mock Trial
- Newspaper
- Pep Squad
- Poetry Club
- Quarterback Club
- SBA
- Boys Soccer Support
- Steelers 4 Christ
- VICA
- Welding Tech
- Yearbook

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area.

- Cross Country
- Tennis
- Water Polo
- Soccer
- Baseball
- Softball
- Track and Field
- Football
- Volleyball
- Basketball
- Wrestling
- Golf
- Swimming

School Attendance

Student enrollment over the past three years at Fontana High has decreased by 18%. Schoolwide enrollment at the beginning of the 2000-01 school year was 3666 students. Fontana High is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Fontana High. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Fontana High were 93.21% and 94.09%, respectively.

Fontana High did not show any increase or decrease of dropouts during the 2000-01 school year. Intervention programs that promote attendance and reduce dropout rates include:

- Counseling
- SARB Process

Dropouts			
	99	00	01
Dropouts (%)	1.2	1.6	1.6
Dropouts (#)	52	62	62

Class Size

Fontana High maintained a schoolwide average class size of 29.1 students and a pupil/teacher ratio of 24:1 for the 2000-01 school year. Class size rates are based on grade level and subject area taught.

Teaching Load Distribution												
<i>Number of Classes by Size</i>												
	Average Class Size			Classrooms containing								
				1-22			23-32			33+		
	98	99	00	Students			Students			Students		
English	28	29	25	11	5	47	48	29	25	84	82	59
Math	29	28	25	8	8	12	32	15	13	76	66	69
Science	26	31	28	10	4	5	21	16	15	55	39	47
Social Science	28	33	24	6	6	10	25	31	40	65	43	32

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Fontana High either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Fontana High offered 65,165 minutes of instructional time. Every day, students received 52 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Fontana High offered 180 days of instruction comprised of 173 regular days and 7 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Fontana High utilized minimum days for staff development.

Textbooks & Instructional Materials

Fontana High sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

School Facilities & Safety

Fontana High provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1952 which provide adequate space for students and staff. Fontana High is currently undergoing extensive modernization, which will include the addition of a new two-story business and science facility, expected to be completed in 2004.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roof-

ing and fixtures are in the process to being modernized to be in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Fontana High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Fall of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Fontana High to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to provide counseling and support services on a part-time and full-time basis. A psychologist and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
		FTE	
Academic Counselors	8	8	5
Crisis Counselor	1	1	5
Nurse	1	1	5
Psychologist	1	1	5
Speech/Language Specialist	1	0.5	2.5

**FTE = Full-Time Equivalent*

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Fontana High works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Fontana High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Language Arts Assessments were given three times and Math Assessments were given four times to students in ninth through twelfth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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 was used to evaluate overall student progress, and to pinpoint at risk students. The district and school then utilized various intervention programs to help bring struggling students back to grade level.

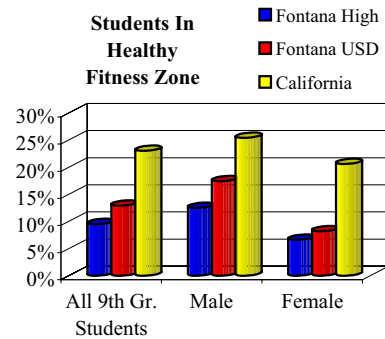
Standardized State Testing

Fontana High participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

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 ninth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. The physical fitness test measures each student's ability to per-

SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students	Reading									Math		
	9			10			11					
Grade	99	00	01	99	00	01	99	00	01			
Year Ending	99	00	01	99	00	01	99	00	01			
Fontana High	16	13	19	12	14	16	17	17	19			
Fontana USD	16	16	18	13	15	15	17	16	18			
California	34	35	35	33	34	34	35	36	37			
Fontana High	33	32	45	30	28	35	32	32	40			
Fontana USD	33	35	42	29	28	33	29	29	34			
California	48	51	51	44	46	45	45	47	46			



California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001

	English/Language Arts		
	9	10	11
All Students			
Fontana High	15	17	15
Fontana USD	14	15	12
California	28	31	29
Subgroups			
Gender			
Male	12	14	13
Female	19	21	15
Ethnicity	*	*	*
Language Fluency			
English Learners (EL)	2	3	1
Non EL	21	24	19
Migrant Education	*	*	*
Socioeconomic Status			
SED	9	12	7
Non SED	21	23	20

SED = Socioeconomically Disadvantaged
*Data currently unavailable.

SAT-9 Subgroup Results 2001

% At or Above 50th Percentile

	Reading			Math		
	9	10	11	9	10	11
Gender						
Male	18	15	18	43	33	42
Female	20	18	20	47	37	37
Ethnicity						
African American	17	14	17	45	23	30
Asian	36	*	8	82	*	67
Hispanic	17	14	14	43	33	34
Anglo	30	25	38	52	48	60
Language Fluency						
English Learner (EL)	2	3	2	24	12	20
Non EL	27	21	25	55	44	47
Socioeconomic Status						
SED	15	13	13	40	30	35
Non SED	25	20	23	51	40	44
Migrant Education						
Migrant	6	0	*	18	6	*

SED = Socioeconomically Disadvantaged.
*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

form fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

College Preparation

Fontana High offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and local colleges including Chaffey, Valley, San Bernardino Valley, and Cal State San Bernardino.

Students at Fontana High are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The following chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). Total enrollment for the 1999-00 school year was 3,806.

1999-00 Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment	1999-00 Course Enrollments
799	199	10,922	20,362
	24.91%*	53.64%**	
<i>*Total graduates</i>		<i>**Total course enrollments</i>	

Test Preparation Courses

Fontana High offers a SAT prep course for students to prepare for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

Advanced Placement

Fontana High offers 14 advanced placement courses for those students seeking to qualify for college credit. Junior 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.

AP Courses	
<i>Number by Classes by Subject</i>	
English	2
Foreign Language	4
Math	3
Social Science	5
Total	14

	Advanced Placement Exam					
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
1998-99	1015	857	189	99	52	20
1999-00	1121	923	153	69	43	10
2000-01	828	923	207	82	52	50

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

Work Force Preparation

It is the goal of Fontana High that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. The Career Center on campus exposes students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Fontana High offers a variety of career-path related classes:

- Business
- Engineering
- Auto Mechanics
- Woodworking
- Video Production
- Nursing
- Welding
- Interior Design
- Small Business Management/Hospitality
- Agriculture
- Machine Trades
- Auto Refurbishing/Painting
- Computer Animation
- Drama
- Electronics
- Clothing Fashion Design

Speakers from the community, job shadowing and work experiences, use of technology, career related research projects, and community service projects are made available for the students, to heighten student awareness of options for education, training, and employment beyond high school.

Scholastic Assessment Test (SAT) Results			
	99	00	01
Grade 12 Enrollment			
Fontana High	857	923	923
Fontana USD	1,689	1,848	1,814
California	334,852	347,813	357,789
Percentage of Seniors Tested			
Fontana High	29	30	27
Fontana USD	24	25	26
California	37	36	37
Average Verbal			
Fontana High	449	438	422
Fontana USD	441	440	418
California	492	492	492
Average Math			
Fontana High	473	463	468
Fontana USD	465	464	459
California	513	517	516
Average Total			
Fontana High	922	901	890
Fontana USD	906	904	877
California	1,005	1,009	1,008

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program (II/USP) and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Fontana High qualified to participate in the 2000-01 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use. Fontana High also qualified for the 1999-00 II/USP. The school applied for, but did not receive, funding from this program.

API School Results					
All Students	Base		Growth		
	1999	2000	1999	2000	2000
Percent Tested	94	100	Percent Tested	100	96
API Score	488	488	API Growth Score	488	532
Growth Target	16	16	Actual Growth	0	44
Statewide Rank	2	1	Eligible for Awards	No	Yes
Similar Schools Rank	3	2	Eligible for II/USP	Yes	No
Subgroups					
African-American					
Base API Score	455	455	API Growth Score	455	518
Growth Target	13	13	Actual Growth	0	63
Hispanic or Latino					
Base API Score	461	463	API Growth Score	463	509
Growth Target	13	13	Actual Growth	2	46
Anglo					
Base API Score	587	574	API Growth Score	574	619
Growth Target	13	13	Actual Growth	-13	45
Socioeconomically Disadvantaged					
Base API Score	431	437	API Growth Score	437	500
Growth Target	13	13	Actual Growth	6	63
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Fontana High had 131 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	152	128	131
Emergency Credentials	25	26	18
Waiver	6	6	14
Total Teachers	183	160	163
Working Outside Subject	0	0	0
Average Years Teaching	15.4	15.6	15.0
Average Years in District	12.3	12.6	11.9

Fontana High supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 171 employees: 29.82 percent with 30+ additional units beyond their bachelor's degree and 54.97 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. Staff have the opportunity to participate in three development days each year.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep periods.

Training & Curriculum Improvement

All training and curriculum development at Fontana High revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Fontana High's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Fontana High implemented the Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. Fast ForWord, created by the Scientific Learning Corporation, rapidly builds oral language skills by retraining the brain to discriminate sounds and process language more rapidly.

In 2000-01 Fontana High implemented the Focus on Achievement Program. In this program, students are given 15 minute "mini lessons" at the beginning of the class. The lessons focus on specific standards in mathematics and language arts, and progress is assessed on a periodic basis. In addition to Fast ForWord and Focus on Achievement, Fontana High offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Language for Success Classes
- Creative Education Institute (CEI) Reading Lab
- Focus on Achievement small group and one-on-one tutorials

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Fontana High teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- SB 1969 Training: Specially Designed Academic Instruction in English (SDAIE)
- Focus on Achievement Training
- School Safety
- Use of Technology in Instruction Delivery

For the 2001-02 school year, staff at Fontana High will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Fontana High is a responsibility shared between district administration, the principal, five assistant principals, department chairs, instructional staff, students, and parents. Overall administration of the school activities and daily operations are only a few of the many responsibilities under taken by Fontana High's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Each assistant principal is responsible for supervising an academic department, including guiding curriculum development, and performing teacher evaluations.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. The staff at Fontana High participate on district curriculum committees for Language Arts, Mathematics, Science, and Social Science.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Parent Teacher Student Association (PTSA)
- Student Study Teams
- Individual Education Plan (IEP) Teams
- Title I Parent Committee
- Booster Clubs

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student* 1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

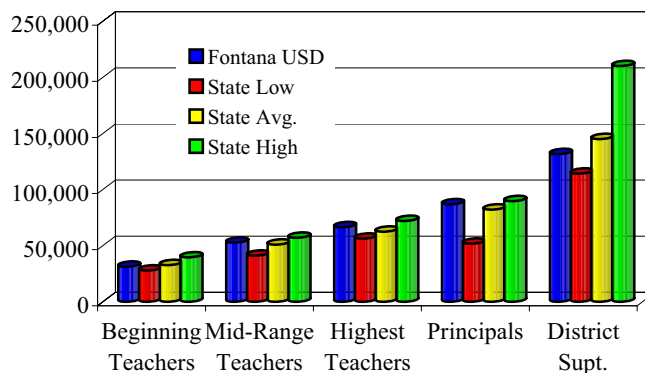
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

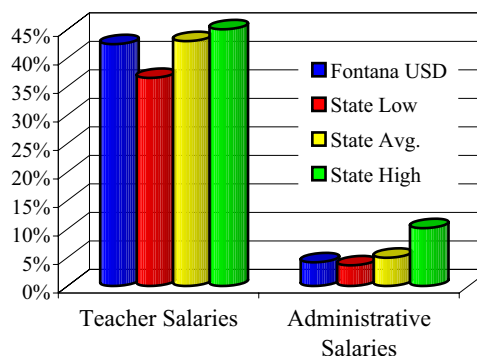
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teachers and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Fontana High's leadership teams, school committees, school activities, or become a volunteer may contact the principal or assistant principals at (909) 357-5500.