



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

A. B. Miller High School

6821 Oleander Avenue
Fontana, CA 92336
(909) 357-5800
FAX (909) 823-5283

Ninth - Twelfth Grade
Micheal Andrus
Principal

www.fontana.k12.ca.us

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Fontana Unified School District

A. B. Miller 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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, facilities, and staff. Information about Fontana Unified School District is also provided.

Parents and the community play an important role in the educational process. Understanding the school's educational program, student achievement, and curriculum development can assist both the school and community in ongoing program improvement.

At A. B. Miller High School we have made a commitment to provide the best educational program possible for our students. The excellent quality of our programs is a reflection of our highly committed staff. We are dedicated to ensuring that our campus is a welcoming, safe, and stimulating environment where students are actively involved in learning academics as well as positive values. By working together, our students will be challenged to reach their maximum potential.

A. B. Miller High School believes that cooperation between school and community is imperative, and this is reflected in our School Mission Statement:

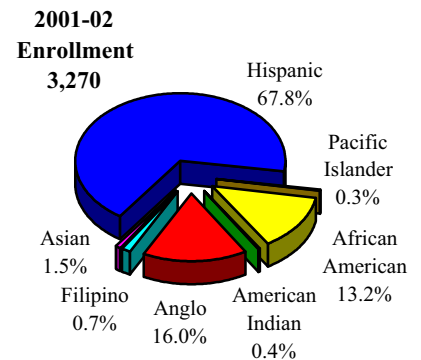
The mission of Fontana A. B. Miller High School is to provide a challenging, standards-based curriculum in an environment conducive to learning, that prepares students from all backgrounds to become productive and responsible members of society.

School Profile

A. B. Miller High School serves 3,270 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. A. B. Miller High is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Discipline & Climate for Learning

A. B. Miller 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 A. B. Miller High's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.



A. B. Miller 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 A. B. Miller 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 A. B. Miller 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. A. B. Miller High expelled 125 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	A.B. Miller			All Fontana High Schools		
	99	00	01	99	00	01
Suspensions (#)	612	440	515	1490	1453	1579
Suspensions (%)	17.5	12.4	15.4	16.8	15.7	16.5
Expulsions (#)	47	33	45	94	113	146
Expulsions (%)	1.3	0.9	1.3	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
- Executive Club
- Hockey Club
- Drama Club
- PeerLeading
- FHA
- Key Club
- Mock Trial
- Advancement Via Individual Determination (AVID)
- Gifted and Talented Education (GATE)
- Gay, Lesbian and Straight Students (GLASS)
- California Scholarship Federation (CSF)
- Disney Club
- Rebels for Christ
- Chess Club
- MECHA
- History Club
- Ecology Club
- Roller Hockey
- Black Student Union

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 (Boys and Girls)
- Track and Field (Boys and Girls)
- Football (Boys)
- Tennis (Boys and Girls)
- Volleyball (Girls)
- Baseball (Boys)
- Golf (Boys and Girls)
- Softball (Girls)
- Basketball (Boys and Girls)
- Soccer (Boys and Girls)
- Rebel Guard Band (Boys and Girls)

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

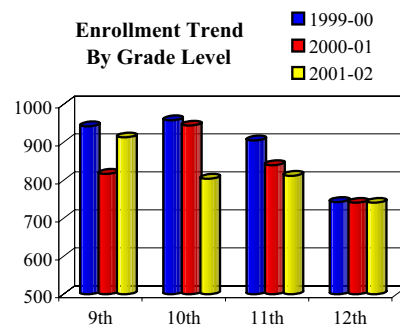
- Perfect Attendance
- Student Service Pins
- Academic Achievement
- Athletic Participation
- Renaissance Program

Homework

A. B. Miller High feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. All teachers adhere to the district-approved grading policy.

School Attendance

Student enrollment over the past three years at A. B. Miller High has decreased by 7.8%. Schoolwide enrollment at the beginning of the 2001-02 school year was 3,270 students.



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 A. B. Miller 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 A. B. Miller High were 90.94% and 92.03%, respectively.

A. B. Miller High had a decrease of 29 dropouts during the 2000-01 school year. A. B. Miller High utilizes the following resources in order to promote attendance and reduce dropout rates:

- SARB
- SART letters to parents
- Community Liaison

	Dropouts		
	99	00	01
Dropouts (%)	1.8	2.1	1.2
Dropouts (#)	64.0	75.0	41.0

Class Size

A. B. Miller High maintained a schoolwide average class size of 28.5 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.

	Average Class Size by Subject		
	Average Class Size		
	98-99	99-00	00-01
English	34	37	25
Math	27	34	27
Science	31	32	25
Social Science	30	31	25

Teaching Load Distribution

Number of Classes by Size

	Classrooms containing								
	1-22			23-32			33+		
	Students			Students			Students		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
English	2	12	40	48	59	61	69	49	32
Math	9	5	13	46	17	22	42	57	54
Science	7	0	11	17	26	25	49	45	32
Social Science	5	3	11	37	31	26	44	55	40

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at A. B. Miller 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. A. B. Miller High offered 65,170 minutes of instructional time. Students received 52 minutes of specialized instruction in each subject area per class period by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, A. B. Miller High offered 180 days of instruction comprised of 165 regular days and 15 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. A. B. Miller High utilized minimum days for staff development, final exams, and SAT-9 preparation and examinations.

Textbooks & Instructional Materials

A. B. Miller 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.

School Facilities & Safety

A. B. Miller High provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1991 and are all up-to-date and provide adequate space for students and staff. In addition, a new Health Academy including 18 new classrooms is planned for the Northwest side of the school. A new obstacle course is also being added to the Protective Services Academy.

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, roofing and fixtures are 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 promotes good learning.

Safety of students and staff is a primary concern of A. B. Miller 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 School Safety 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 School Safety Committee evaluates the plan annually and updates the plan as needed. The plan is reviewed with the school staff every December. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of A. B. Miller 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 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
Community Liaison	1	0.5	5
Health Aide	1	1	5
Nurse	1	1	5
Police Officer	1	1	5
Psychologist	1	1	5

*FTE = Full-Time Equivalent

Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at A. B. Miller 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

A. B. Miller 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, A. B. Miller 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 perform 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).

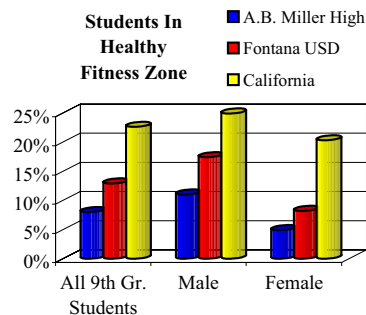
College Preparation

A. B. Miller 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, and are enhanced by supplemental programs sponsored by the school and Chaffey College.

Students at A. B. Miller 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 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 3,548.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students Grade	Reading									Math		
	9			10			11					
Year Ending	99	00	01	99	00	01	99	00	01			
A.B. Miller High	18	16	18	15	18	15	21	17	23			
Fontana USD	16	16	18	13	15	15	17	16	18			
California	34	35	35	33	34	34	35	36	37			
A.B. Miller High	36	37	40	32	31	35	32	31	37			
Fontana USD	33	35	42	29	28	33	29	29	34			
California	48	51	51	44	46	45	45	47	46			

1999-00 Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment	1999-00 Course Enrollments
660	269	10,296	18,640
	40.76%*	55.24%**	
*Total graduates		**Total course enrollments	



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

All Students	English/Language Arts		
	9	10	11
A.B. Miller High	14	13	14
Fontana USD	14	15	12
California	28	31	29
Subgroups			
Gender			
Male	11	9	13
Female	16	14	15
Ethnicity			
	*	*	*
Language Fluency			
English Learners (EL)	1	1	0
Non EL	18	17	16
Migrant Education			
	*	*	*
Socioeconomic Status			
SED	10	9	9
Non SED	17	19	17

SED = Socioeconomically Disadvantaged
*Data currently unavailable.

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile

Gender	Reading			Math		
	9	10	11	9	10	11
Male	17	13	21	41	33	36
Female	19	17	24	39	36	38
Ethnicity						
African American	12	13	17	33	25	27
Asian	*	47	43	*	69	71
Filipino	*	45	*	*	73	*
Hispanic	14	10	17	37	32	33
Anglo	40	34	45	56	51	53
Language Fluency						
English Learner (EL)	3	2	1	19	14	13
Non EL	23	18	26	47	41	41
Socioeconomic Status						
SED	13	9	16	34	28	32
Non SED	24	20	28	46	42	41
Migrant Education						
No Data Reported						

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

Test Preparation Courses

A. B. Miller High offers an 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

A. B. Miller High offers thirteen 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.

- English Language and Composition
- U.S. Government and Politics
- Environmental Science
- Calculus AB
- Macroeconomics
- Chemistry
- Physics
- French Language
- Spanish Language
- Statistics
- Psychology
- Biology
- European History

AP Courses	
Number by Classes by Subject	
English	1
Foreign Language	2
Math	2
Science	4
Social Science	4
Total	13

	Advanced Placement Exam					
	Enrollment		Students Taking AP	Number of Exams With a Score of:		
	11th	12th	Exam	3	4	5
1998-99	780	673	109	38	26	21
1999-00	905	743	147	49	35	45
2000-01	840	741	115	28	31	25

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 A. B. Miller 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, leader-

	Scholastic Assessment Test (SAT) Results		
	99	00	01
	Grade 12 Enrollment		
A.B. Miller	673	743	741
Fontana USD	1689	1848	1814
California	334,852	347,813	357,789
Percentage of Seniors Tested			
A.B. Miller	24	26	31
Fontana USD	24	25	26
California	37	36	37
Average Verbal			
A.B. Miller	429	442	412
Fontana USD	441	440	418
California	492	492	492
Average Math			
A.B. Miller	451	465	450
Fontana USD	465	464	459
California	513	517	516
Average Total			
A.B. Miller	880	907	862
Fontana USD	906	904	877
California	1005	1009	1008

ship, 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. Tenth Grade Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. A. B. Miller High offers a variety of career-path related classes:

- Culinary Arts
- Automotive
- Naval ROTC
- Ceramics
- Masonry
- Education Academy
- Health Services Academy
- CISCO Programming
- Woodworking
- Clothing
- Building Construction
- Office Occupation
- Protective Services Academy

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.

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

API School Results					
All Students	Base		Growth		
	1999	2000	1999-00	2000-01	00-01
Percent Tested	94	99	Percent Tested	99	98
API Score	504	509	API Growth Score	509	522
Growth Target	15	15	Actual Growth	5	13
Statewide Rank	2	2	Eligible for Awards	No	No
Similar Schools Rank	5	5	Eligible for II/USP	No	Yes
Subgroups					
African-American					
Base API Score	469	477	API Growth Score	477	463
Growth Target	12	12	Actual Growth	8	-14
Hispanic or Latino					
Base API Score	471	477	API Growth Score	477	498
Growth Target	12	12	Actual Growth	6	21
Anglo					
Base API Score	616	627	API Growth Score	627	633
Growth Target	12	12	Actual Growth	11	6
Socioeconomically Disadvantaged					
Base API Score	437	461	API Growth Score	461	484
Growth Target	12	12	Actual Growth	24	23
<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>					

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, A. B. Miller High qualified for the 2000-01 II/USP, applied for, and received funding from this program.

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. A. B. Miller 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
- United Way
- Teen Medical Clinic
- Protective Services Academy Advisory Committee
- Health Services Academy Advisory Committee
- City of Fontana Fire Department
- San Bernardino County Probation Department

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, A. B. Miller High had 117 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

A. B. Miller 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 155 employees: 38.06 percent with 30+ additional units beyond their bachelor's degree and 47.1 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Adaptive Physical Education Specialist (1 part-time)
- Detention Supervisors (2 full-time)
- English Language Learners Aides (3 part-time)
- Instructional Aides (31 part-time)
- Librarian (1 full-time)
- Library Media Teacher (1 full-time)
- Library Media Assistant (1 full-time)
- Music Teachers (2 full-time)
- Special Day Class Teachers (3 full-time)

Teacher Credential Status			
	99	00	01
Fully Credentialed	114	111	117
Emergency Credentials	19	20	17
Waiver	10	9	14
Total Teachers	143	140	148
Working Outside Subject	7	9	6
Average Years Teaching	11.5	11.7	11.7
Average Years in District	8.0	8.4	8.5

- Special Day Class Aides (3 full-time)
- Technology Teacher (1 full-time)

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 twice 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. Administrators also conduct classroom walk-throughs as further evidence of quality instruction.

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 at A. B. Miller High have the option to participate in three staff 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 A. B. Miller 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 A. B. Miller 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.

A. B. Miller High implemented the High School Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. High School 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 2001-02, A. B. Miller High implemented the Focus on Achievement Program in English and Math classes. In this program, students were given 10 minute "mini lessons" at the beginning of class. The lessons focused on specific standards in mathematics and language arts, and progress was assessed on a periodic basis. In addition to High School Fast ForWord and Focus on Achievement, A. B. Miller High offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Advancement Via Individual Determination (AVID)
- Math, English, and Social Science Tutoring
- Summer School

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. A. B. Miller 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:

- Class Size Reduction
- School Safety
- WASC
- Improving Attendance and School Tardy Policy
- Academic Improvement
- CCR
- Gender Equity

For the 2001-02 school year, staff at A. B. Miller 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 A. B. Miller High is a responsibility shared between district administration, the principal, five assistant principals, instructional staff, students, and parents. 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. Overall administration of the school activities, teacher evaluations, and daily operations responsibilities are shared by the principal and assistant principals.

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.

- Curriculum Adoption Committees
- Textbook Adoption Committee
- Negotiations Committee
- Superintendent's Classified Staff Council

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
- Individual Education Plan (IEP) Teams
- WASC Focus Groups

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.*

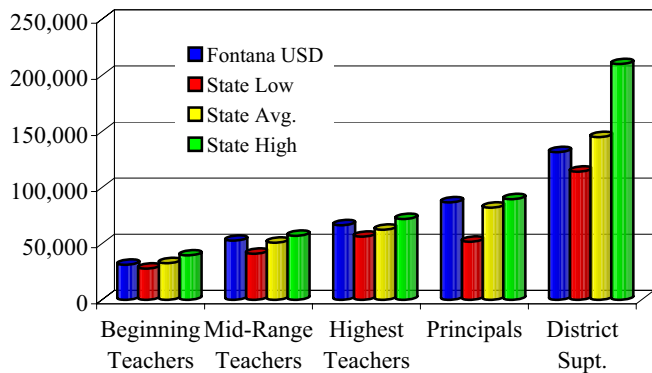
In addition to general fund state revenue, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, 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
- Digital High School
- Staff Development
- Site Block Grant
- II/USP

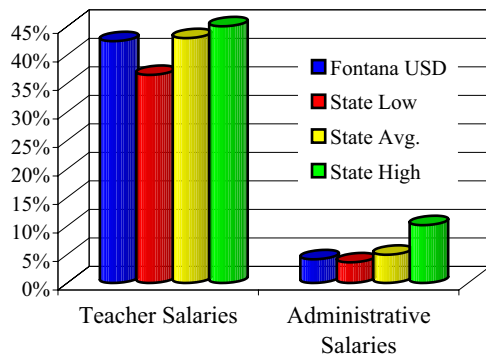
Salary & Budget Comparison

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 A. B. Miller High's leadership teams, school committees, school activities, or become a volunteer may call (909) 357-5815.