

Fontana Unified School District

Fontana High School

2002-2003 Annual School Report Card



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

Fontana High School

9453 Citrus Avenue
Fontana, CA 92335-5510
(909) 357-5500
FAX (909) 357-5629

Grades Nine through Twelve
Thomas Reasin, Principal

www.fontana.k12.ca.us

Board of Education

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Superintendent of Schools

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Business Services

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Associate Superintendent,
Educational Services

Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services

Marilyn J. Corey
Interim Associate Superintendent,
Human Resources



A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

Debra A. Bradley, Ed.D.
Superintendent of Schools

School Profile

Fontana High School serves 3,855 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.

2002-03 Enrollment: 3,855	
	%
Male	49.2%
Female	50.8%
English Learners	31.9%
Non English Learners	67.7%
SED [^]	47.1%
Students with Disabilities	13.2%
Migrant Students*	3.5%
African American	7.2%
American Indian	0.5%
Asian	1.0%
Filipino	0.4%
Hispanic	75.8%
Pacific Islander	0.4%
White (not Hispanic)	14.7%
[^] SED - Socioeconomically Disadvantaged	
*Source: STAR testing enrollment	

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

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana High School. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Suspensions and expulsions occur when required by law, or when all other alternatives are exhausted.

Fontana High School had 194 dropouts during the last three years. Intervention programs that promote attendance and reduce dropout rates include enrollment in the district's alternative high school programs, counseling, the School Attendance Review Board (SARB), and a SB 65 Outreach Consultant.

	Suspensions and Expulsions					
	Fontana			FUSD High Schools		
	01	02	03	01	02	03
Suspensions (Cases)	573	670	940	1,453	1,766	1,852
Expulsions (Cases)	58	72	78	113	182	165
Suspensions (%)	15.6	19.1	24.4	3.9	4.5	4.6
Expulsions (%)	1.6	2.1	2.0	1.2	1.8	0.4

Extracurricular Activities

Fontana High School is home to 13 different sports including teams at the varsity, junior varsity, and freshman levels. In accordance with Title IX, Fontana High School fields 10 male programs, 10 female programs, and 3 co-ed programs.

	Dropouts & Graduation Rates		
	99-00	00-01	01-02
Dropouts (#)	62	66	66
Dropout Rate (%)	1.6	1.8	1.9
Graduates (#)	799	826	571
Graduation Rate (%)	93.5	93.1	89.1

Class Size

Fontana High School maintained a schoolwide average class size of 28.1 students and a pupil/teacher ratio of 24:1 for the 2002-03 school year. Class size rates are based on grade level and subject area.

Teaching Load Distribution												
	Average Class Size			Number of Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	28	27	27	44	66	47	25	45	61	59	62	70
Math	32	28	32	11	18	0	13	40	52	69	44	58
Science	32	32	32	5	6	1	15	6	23	47	43	51
Social Science	29	31	33	10	6	4	40	24	13	32	42	55

Instructional Time

During the 2002-03 school year, all instructional minute requirements at Fontana High School 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. For the 2002-03 school year, Fontana High School offered 180 days of instruction comprised of 166 regular days and 14 minimum days. Fontana High School utilized minimum days for class finals.

Textbooks & Instructional Materials

Fontana High School ensures that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks for classroom use. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

District-Adopted Textbooks		
Subject	Publisher	Course
Language Arts		
	Prentice Hall	English 9-12
Math		
	Prentice Hall	Algebra I
	Prentice Hall	Geometry
	McDougal Littell	Algebra II
	Houghton Mifflin	Trigonometry/Precalculus
	Houghton Mifflin	Calculus
Science		
	Glencoe	Earth Science
	Prentice Hall	Biology
	Prentice Hall	Chemistry
	Glencoe	Physics
Social Science		
	McDougal Littell	World History
	Prentice Hall	U.S. History
	Prentice Hall	American Government
	Glencoe	Economics

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, locker rooms, main gymnasium, and administrative offices. 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 School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision

is provided before and after school, and during lunch, by campus security officers, classified staff, and school administrators.

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 197 of 1997. The plan was last updated in June of 2003 and was reviewed with the staff at that time. 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
- Conflict resolution

Counseling & Other Support Services

It is the goal of Fontana High School 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.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
Academic Counselors	9	5	9.0
Crisis Counselor	1	5	1.0
Nurse	1	5	1.0
Psychologist	1	5	1.0
Speech/Language Specialist	1	2-3	0.5
Outreach Consultant	1	5	1.0
School Resource Officer	1	5	1.0

Teacher Assignment

For the 2002-03 school year, Fontana High School had 143 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	131	133	143
Working Outside Subject	14	0	0
Emergency Credentials	18	6	18
Interns	8	14	20
Waivers	6	4	1
Total Teachers	155	152	165

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Fontana High School has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Training & Curriculum Improvement

All training and curriculum development activities at Fontana High School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2002-03 school year to support the adoption of new curriculum or the implementation of new programs.

- Prentice Hall Language Arts Adoption
- SB 395/1969 Training: Specially Designed Academic Instruction in English (SDAIE)
- Classroom Management Strategies
- Advancement Via Individual Determination (AVID) Success Path
- Use of Technology in Instruction Delivery
- Lesson Planning Techniques

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Standards Plus
- Tutorial Programs
- Language! and Fast ForWord: for struggling readers
- Advancement Via Individual Determination (AVID)
- Language for Success Classes
- Creative Education Institute (CEI) Reading Lab
- English Language Learner Tutorials
- Special Education (Resource Specialist and Special Day Class programs)

Quality of Instruction & Leadership

Leadership at Fontana High School is a responsibility shared between district administration, the principal, assistant principals, instructional staff, students, and parents. 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 (SSC)
- District Advisory Council (DAC)
- Bilingual Parent Committee/English Language Learners Advisory Committee (ELAC)
- Parent Teacher Student Association (PTSA)
- Student Study Teams (SST)
- Individual Education Plan (IEP) Teams
- Booster Clubs
- SB65 Committee

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

Expenditures & Services Funded

For the 2001-02 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
All Unified School		
Fontana USD	Districts	All Districts
\$6,309	\$6,767	\$6,719
<i>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</i>		

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2002-03 school year, Fontana High School had the following categorical programs:

- Special Education
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Education
- Economic Impact Aid
- Tenth Grade Counseling
- Educational Technology Assistance

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		
2001-02		
	Fontana USD	State Average
Beginning Teachers	\$35,236	\$35,980
Mid-Range Teachers	\$59,381	\$57,139
Highest Teachers	\$74,936	\$73,953
Elementary Principals	\$91,794	\$100,810
Middle School Principals	\$90,720	\$100,810
High School Principals	\$102,384	\$100,810
Superintendent	\$162,608	\$171,096
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	43.3%
Administrative Salaries	5.6%	5.2%

College Preparation

Students at Fontana High School 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 adjacent chart illustrates the proportion of UC/CSU required courses taken and successfully completed.

2001-02 UC/CSU Required Courses	
Graduates with UC/CSU Required Courses*	28.2%
Total Enrollment in UC/CSU Required Courses**	84.4%
<i>*based on 161 out of 571 graduates.</i>	
<i>**based on 2,760 out of 3,271 students.</i>	

Scholastic Aptitude Test (SAT)

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development. Fontana High School 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.

	SAT I Test Results		
	01	02	03
Grade 12 Enrollment			
Fontana	923	637	654
FUSD	1,814	2,001	2,111
California	357,789	365,907	385,181
% of Seniors Tested			
Fontana	26.54	27.16	22.2
FUSD	25.96	25.88	25.86
California	36.63	37.26	36.63
Average Verbal			
Fontana	422	427	432
FUSD	417	424	430
California	492	490	494
Average Math			
Fontana	468	472	471
FUSD	459	461	462
California	516	516	518
Average Total			
Fontana	890	899	903
FUSD	877	884	892
California	1,008	1,006	1,012

Advanced Placement (AP)

In 2002-03, Fontana High School offered advanced placement courses for those students seeking to qualify for college credit. 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 Classes		
	# Classes	Enrollment
English	4	100
Foreign Language	8	172
Mathematics	2	36
Science	4	52
Social Science	8	167

	Advanced Placement Exam					
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
00-01	828	923	207	82	52	50
01-02	766	637	293	85	90	36
02-03	970	654	286	78	73	36

Work Force Preparation

Fontana High offers a variety of career-path related classes through its academies which include Agriculture, Applied Technology, Business, and Consumer Science. Some courses provide in-depth training and certification opportunities, such as Computer Applications and Microsoft Office User Specialist (MOUS).

The Regional Occupation Program, offered through San Bernardino County, holds classes in the following areas of concentration at the Fontana High School campus: Landscape Maintenance & Design, Moldmaking, CNC Machining, Auto Technology, Auto Collision Repair, Office Operations & Technology, Certified Nurse Assistant, Childcare Occupations, Custodial Occupations, Health Careers, and Medical Terminology. Students with an Individual Education Plan (IEP) are eligible to participate in the Workability Program, which provides training and placement to students with special needs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)			
CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
Total Course Enrollment 5,013	Number of Concentrators	Number of Completers	Completion Rate
	1,926	404	21%
	Grade 12 CTE Students		
	Number of Completers	Number Earning Diploma	Graduation Rate
213	211	99%	

Student Achievement & Assessment

In 2002-03, 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. Measures included STAR testing; district language arts, math, science, and social science assessments; and student work.

Standardized State Testing

Fontana High School participates in California's mandatory Standardized Testing and Reporting (STAR) program that utilizes norm referenced tests (CAT/6 in 2003 and SAT/9 in preceding years) and criterion referenced tests (California Standards Tests). The CAT/6 measures achievement in comparison to a national sample; the California Standards Tests aid in determining student proficiency of the California State Content Standards.

STAR results for Fontana High School are located on page five; state and district results on the California Standards Tests are located on pages six and seven.

Physical Fitness

In the spring of each year, Fontana High School 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 perform fitness tasks in six major areas. 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).

% of Students in Healthy Fitness Zone 2002-03			
Grade 9	Fontana	FUSD	California
9th Grade Total	1.3	12.5	24.2
9th Grade Boys	1.4	15.2	25.7
9th Grade Girls	1.1	9.8	22.7

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile						
	Reading			Math		
	9	10	11	9	10	11
All Students						
Fontana High	31	32	36	31	38	41
FUSD	36	36	35	35	42	36
California	50	49	47	46	51	46
Subgroups						
Male	25	27	30	29	40	41
Female	37	37	43	32	36	41
English Learners	11	13	10	14	20	18
Non English Learners	41	41	47	39	46	50
SED^	28	30	35	27	36	39
Non SED	34	34	38	34	39	42
African American	27	22	37	21	20	43
Asian	25	*	55	33	*	64
Hispanic	29	29	34	29	37	38
White (not Hispanic)	47	47	50	45	52	54
^SED - Socioeconomically Disadvantaged *Due to the moderate number of students tested, scores are not disclosed.						

SAT-9 Norm Referenced Test % At or Above 50th Percentile							
	Reading			Math			
	9	10	11	9	10	11	
All Students	01	02	01	02	01	02	01
Fontana High	19	14	16	18	19	20	45
FUSD	18	19	15	18	18	20	42
California	35	34	34	34	37	37	51
Subgroups							
Male	18	12	15	13	18	20	43
Female	20	15	18	22	20	22	47
English Learners	2	2	3	3	2	2	24
Non English Learners	27	19	21	24	25	27	55
SED^	15	12	13	14	13	16	40
Non SED	25	17	20	23	23	24	51
African American	17	9	14	10	17	15	45
Asian	36	*	*	23	8	*	82
Hispanic	17	12	14	16	14	17	43
White (not Hispanic)	30	28	25	32	38	32	52
^SED - Socioeconomically Disadvantaged *Due to the moderate number of students tested, scores are not disclosed.							

Summative grade-level California Standards Test scores for Math and Science are currently unavailable. For the results of core-specific tests, please refer to the STAR website:

www.star.cde.ca.gov

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 STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

California Standards Test (CST) Combined % of Students Performing at Advanced & Proficient Levels										
	English/Language Arts						Social Science			
	9	10	11	9	10	11	9	10	11	
All Students	01	02	03	01	02	03	01	02	03	02
Fontana High	15	13	20	17	20	16	15	17	20	7
Subgroups										
Male	12	10	17	14	15	12	13	16	15	7
Female	19	14	25	21	24	20	15	18	23	6
English Learners	2	2	4	3	3	3	1	1	1	1
Non English Learners	21	18	30	24	27	22	19	23	27	10
SED^	9	11	19	12	14	14	7	11	17	5
Non SED	21	16	22	23	25	18	20	22	22	11
Students with Disabilities	1	4	8	10	2	3	8	8	2	3
Migrant		0	0		3	0		0	5	0
African American		7	22		11	5		14	11	4
Asian		*	36		23	*		*	64	*
Hispanic		12	19		17	14		15	16	5
White (not Hispanic)		22	34		37	28		24	37	16
^SED - Socioeconomically Disadvantaged *Due to the moderate number of students tested, scores are not disclosed.										
2001 testing data unavailable from the State Department of Education.										

Academic Performance Index (API)												
	Base 2000	Growth Target	Actual Growth	Growth 2000-01	Base 2001	Growth Target	Actual Growth	Growth 2001-02	Base 2002	Growth Target	Actual Growth	Growth 2002-03
All Students	488	16	44	532	539	13	-4	535	563	12	24	587
Subgroups												
SED^	437	13	63	500	509	10	3	512	542	10	27	569
African American	455	13	63	518	522	10	-25	497	536	10	33	569
Hispanic	463	13	46	509	517	10	3	520	548	10	27	575
White (not Hispanic)	574	13	45	619	624	10	-17	607	630	10	23	653
	2000	2001	2002						2001	2002	2003	
Percent Tested (Base)	100	96	98		Eligible for Governor's Performance Award				Yes	No	No	
Percent Tested (Growth)	96	98	99		Eligible for II/USP Program				No	-	-	
Statewide Rank	1	2	3		Applied for II/USP Program				No	--- Not funded ---		
Similar Schools Rank	2	8	7		Received II/USP Funding				No	--- Not funded ---		
^SED - Socioeconomically Disadvantaged												

California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level.

California Standards Test (CST)																																
2001, 2002, 2003																																
Combined % of Students Scoring at Advanced & Proficient Levels																																
ENGLISH/LANGUAGE ARTS - District and State Results																																
	2			3			4			5			6			7			8			9			10			11				
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02
All Students																																
FUSD	13	17	19	12	15	17	14	15	20	11	14	18	10	11	17	14	16	16	15	17	15	14	19	24	15	19	18	12	16	19		
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36	32	33	36	32	32	31	28	33	38	31	33	33	29	31	32		
Subgroups																																
Male																																
FUSD	12	14	18	11	14	14	13	14	16	9	11	17	8	10	15	12	13	13	12	13	11	11	15	19	11	16	15	11	13	16		
California	29	29	30	28	31	29	30	33	37	26	28	36	28	28	29	28	30	31	29	28	30	25	28	43	27	28	33	26	28	30		
Female																																
FUSD	14	19	20	12	18	19	17	15	24	13	16	19	11	13	20	18	19	19	19	20	18	17	22	29	19	23	22	14	19	21		
California	34	35	40	33	36	37	35	40	43	31	33	39	33	32	38	35	37	40	36	37	35	33	36	42	36	38	38	32	35	37		
English Learners																																
FUSD	6	11	12	7	9	10	5	5	9	2	3	4	1	2	3	2	3	2	2	1	1	2	2	3	1	3	2	1	1	1		
California	12	14	19	9	12	13	7	10	15	4	6	9	4	4	6	3	5	5	3	3	4	2	3	6	2	3	4	2	3	3		
Non English Learners																																
FUSD	18	22	25	15	22	25	20	22	23	16	19	29	14	17	26	20	22	22	21	23	20	19	25	31	18	25	24	15	20	24		
California	42	41	45	40	44	42	43	46	49	37	39	44	39	38	45	38	41	44	38	39	38	34	39	46	37	39	41	34	36	38		
SED[^]																																
FUSD	11	15	18	9	14	14	10	12	20	9	10	15	7	9	14	9	12	13	11	12	11	9	15	20	9	15	14	8	10	15		
California	17	18	23	14	18	20	16	19	24	13	14	20	14	14	19	14	16	19	14	14	15	12	15	20	13	14	16	12	14	16		
Non SED																																
FUSD	20	25	30	19	25	29	25	26	33	18	23	32	16	19	27	23	23	19	21	24	19	19	23	28	19	23	22	15	21	21		
California	51	51	55	50	54	52	53	56	59	46	49	54	48	47	54	45	48	51	45	46	43	38	42	49	40	42	43	36	38	40		
Migrant Education																																
FUSD			12			11			5			7			4			0			1			0			0			5		
California		8	12		8	10		9	13		6	11		7	11		10	12		8	9		8	12		8	9		7	8		
Students with Disabilities																																
FUSD	5	7	8	3	6	6	8	4	7	4	9	5	2	3	6	4	2	5	3	4	3	3	4	6	6	6	5	3	7	6		
California	17	16	17	15	17	15	14	15	15	9	11	12	7	8	10	5	6	7	5	5	5	4	7	7	4	7	5	4	7	5		
African American																																
FUSD			21			17			18			11			16			13			12			21			15			12		
California		23	28		23	23		24	27		17	23		16	22		18	20		17	17		18	23		19	19		17	19		
American Indian																																
FUSD			23			25			14			23			23			14			0			40			25			8		
California		28	34		30	30		34	34		27	32		24	32		28	30		27	25		27	34		28	29		26	27		
Asian																																
FUSD			41			24			59			27			38			35			41			36			43			53		
California		54	62		55	56		56	62		48	56		48	55		51	55		48	49		48	58		48	59		45	48		
Filipino																																
FUSD			52			53			67			47			19			29			38			65			36			38		
California		49	56		51	50		51	58		43	50		41	48		44	47		39	41		44	50		41	43		37	40		
Hispanic																																
FUSD			17			15			18			17			16			14			12			21			16			15		
California		17	23		18	19		19	14		15	20		14	19		17	20		15	15		16	20		16	17		14	16		
Pacific Islander																																
FUSD			43			15			33			22			16			7			18			18			7			*		
California		37			31			39			32			31			30			23			30			26				23		
White (not Hispanic)																																
FUSD			25			25			31			32			30			27			28			39			38			34		
California		50	54		53	52		56	59		49	54		48	56		51	54		50	47		50	57		49	50		45	46		

[^]SED - Socioeconomically Disadvantaged

*Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

In this report, three years of English/Language Arts and two years of Mathematics scores are reported. At the eighth grade and high school levels, students take End of Course exams in each subject area completed. The Mathematics results reported include the combined scores of all grade levels taking the tests. Summative results for End of Course exams are only available for 2003. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov>.

California Standards Test (CST)																	
2002, 2003																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
MATHEMATICS - District and State Results																	
	Grade-Level Mathematics Standards							Subject-Area Mathematics Standards									
	2		3		4		5		6		7		General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math
	02	03	02	03	02	03	02	03	02	03	02	03	03	03	03	03	03
All Students																	
FUSD	29	43	23	36	18	34	17	28	20	20	17	17	1	9	18	24	39
California	43	53	38	46	37	45	29	35	32	34	30	30	20	21	26	29	43
Subgroups																	
Male																	
FUSD	30	46	24	36	19	33	17	29	19	18	16	15	0	8	20	24	37
California	45	54	39	47	38	46	30	35	33	35	29	29	20	21	28	32	47
Female																	
FUSD	27	40	23	36	17	35	18	27	21	20	19	18	3	11	16	22	41
California	41	51	36	43	37	46	28	35	32	34	29	30	20	22	24	26	40
English Learners																	
FUSD	25	38	19	30	9	24	9	17	6	7	5	4	0	3	8	8	*
California	27	37	22	30	18	29	10	15	11	11	9	8	9	9	11	19	24
Non English Learners																	
FUSD	32	48	28	43	24	41	22	35	26	26	24	22	1	12	19	24	41
California	52	61	46	53	46	53	37	42	39	42	35	36	25	24	29	30	44
SED^																	
FUSD	28	41	22	35	16	32	15	26	17	16	14	15	0	8	18	27	35
California	30	41	25	34	24	33	16	22	19	19	16	16	13	13	13	17	23
Non SED																	
FUSD	36	52	29	49	28	53	25	39	27	28	24	21	2	11	18	22	41
California	61	69	55	62	54	62	45	50	48	50	41	43	27	26	32	33	48
Migrant Education																	
FUSD	30	30	23	15	4	2	*	3	11	*	*						
California	22	31	17	26	16	25	11	15	13	15	11	12	10	9	8	9	9
Students with Disabilities																	
FUSD	18	26	10	19	8	14	8	11	7	7	5	5	0	4	9	9	23
California	27	31	21	24	18	20	12	12	9	9	6	6	5	6	10	19	7
African American																	
FUSD	31	25	28	20	13	8	0	7	8	11	*						
California	29	37	23	29	22	29	15	19	15	17	13	12	10	9	8	11	13
American Indian																	
FUSD	31	56	41	38	14	8	*	6	14	*	*						
California	40	50	32	39	31	37	24	28	26	28	22	22	19	16	23	24	28
Asian																	
FUSD	54	51	57	57	48	35	*	19	30	24	39						
California	66	75	65	73	65	74	56	64	61	63	59	60	39	48	48	50	65
Filipino																	
FUSD	52	77	71	70	31	38	*	20	24	36	*						
California	57	67	54	64	53	63	41	51	46	47	41	42	31	27	27	23	34
Hispanic																	
FUSD	43	37	32	27	19	16	2	8	19	24	32						
California	30	40	25	33	24	33	16	22	19	19	15	16	13	11	11	14	18
Pacific Islander																	
FUSD	53	31	40	22	38	7	*	15	*	*	*						
California	52	45	45	31	31	26	20	16	20	24	29						
White (not Hispanic)																	
FUSD	50	44	41	34	30	26	0	14	26	22	70						
California	61	71	55	61	53	61	44	49	48	52	43	44	33	30	35	32	47

^SED - Socioeconomically Disadvantaged
 *Due to the moderate number of students tested, scores are not disclosed.
 STAR testing data unavailable from the California Department of Education.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

Elementary and Middle Schools: A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

High Schools: An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Unified School Districts: A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Fontana High School does not receive Title I funding and is not subject to Program Improvement mandates. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/iasa/titleone/> and <http://www.nclb.gov>.

	Federal Awards and Intervention Programs		
	Fontana		
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not applicable		
Number of Years in Program Improvement	Not applicable		

Adequate Yearly Progress (AYP) 2003								
PHASE I: California Standards Tests and/or California High School Exit Exam								
Met Target? Yes or No								
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced	
	English/Language Arts				Mathematics			
Target	95%	95%	11.2%	12.0%	95%	95%	9.6%	12.8%
	Fontana	FUSD	Fontana	FUSD	Fontana	FUSD	Fontana	FUSD
All Students	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Subgroups*								
English Learners	No	Yes	Yes	No	No	Yes	Yes	Yes
SED^	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Students w/Disabilities	No	Yes		No	No	Yes		No
African American		Yes		Yes		Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Pacific Islander		Yes		Yes		Yes		Yes
White (not Hispanic)	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Phase II: API and Graduation Rates								
Met Target? Yes or No								
Target	API of 560 or 1 point increase				82.8% or 0.2% increase			
	Fontana		FUSD		Fontana		FUSD	
All Students	Yes		Yes		Yes		Yes	
^SED = Socioeconomically Disadvantaged								
*Only numerically significant subgroups are required to be reported.								
For specific school level and district proficiency rates, participation rates, API scores, and graduation rates, please visit the state's AYP reporting website: http://www.cde.ca.gov/ayp/								

District and Title I Schools Meeting AYP Criteria for 2003	
	Phases I & II
FUSD	No
Canyon Crest Elementary	Yes
Chaparral Elementary	No
Citrus Elementary	No
Cypress Elementary	No
Date Elementary	Yes
Hemlock Elementary	No
Juniper Elementary	No
Jurupa Hills Middle	No
Live Oak Elementary	No
Locust Elementary	No
Mango Elementary	Yes
Maple Elementary	No
North Tamarind Elementary	No
Oak Park Elementary	Yes
Oleander Elementary	No
Palmetto Elementary	No
Poplar Elementary	Yes
Primrose Elementary	Yes
Randall-Pepper Elementary	Yes
Redwood Elementary	No
Shadow Hills Elementary	Yes
Sierra Lakes Elementary	No
South Tamarind Elementary	No
Ted Porter Elementary	No
Tokay Elementary	No
West Randall Elementary	No
Program Improvement (PI) Schools	
School	Year
Hemlock Elementary	1
Jurupa Hills Middle	1
Locust Elementary	1
Maple Elementary	2
North Tamarind Elementary	3
Palmetto Elementary	1
Number of PI Schools in District	6
Percent of PI Schools in District	15%