



# Fontana Unified School District

## Fontana High School

### 2003-2004 Annual School Report Card

#### A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

#### LEARNING FOR ALL STUDENTS

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

#### SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

#### QUALITY STAFF PROVIDING QUALITY SERVICE

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

#### SCHOOL/ HOME/ COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

#### ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.  
Superintendent of Schools

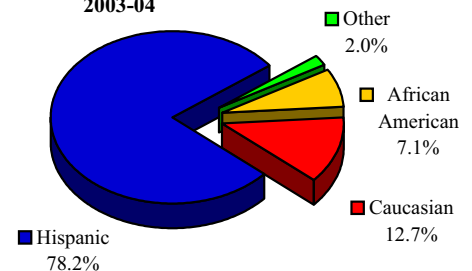
#### School Profile

In 2003-04, Fontana High School enrolled 4,022 students in grades nine through twelve on a traditional school year calendar. The school's staff 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.

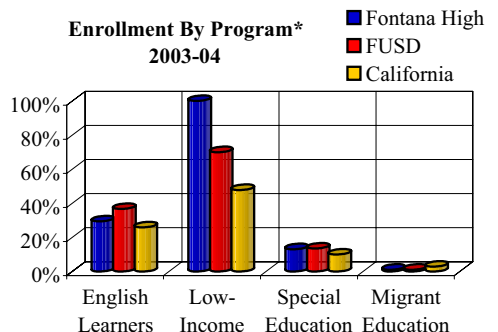
#### Discipline & Climate for Learning

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

Enrollment by Ethnic Group  
2003-04



Enrollment By Program\*  
2003-04



\*Source: STAR testing enrollment.

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

Gus Hawthorn, President  
Arlene Piazza, D.Min., Clerk  
Laura Abernathy-Mancha, Member  
Kathy Binks, Member  
D. Wayne Ruble, Ed.D., Member

#### District Administration

Charles D. Milligan, Ph.D.  
Superintendent of Schools  
  
Laurie St. Gean  
Deputy Superintendent,  
Educational Programs & School  
Services  
  
Richard A. Stedry, Ed.D.  
Deputy Superintendent,  
Business Services  
  
Yolanda Mendoza  
Associate Superintendent,  
Human Resources  
  
Patricia J. Peoples, Ed.D.  
Associate Superintendent,  
Administrative Services



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.

	Suspensions & Expulsions					
	Fontana High			Fontana USD High Schools		
	2001	2002	2003	2001	2002	2003
Suspensions (#)	670	940	920	1,766	1,852	2,107
Expulsions (#)	72	78	50	182	165	160
Suspensions (%)	19.1	24.4	22.9	17.3	17.3	18.9
Expulsions (%)	2.1	2	1.2	1.8	1.5	1.4

Fontana High School had 262 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.

	Graduation & Dropout Rates		
	00-01	01-02	02-03
Graduates (#)	826	571	547
Graduation Rate (%)	93.1%	89.1%	87.9%
Dropouts (#)	66	66	130
Dropout Rate (%)	1.80%	1.89%	3.37%

### 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.

### Class Size

Fontana High School maintained a schoolwide average class size of 32 students for the 2003-04 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	02	03	04	1-22 Students			22-32 Students			33+ Students		
English	26	28	31	66	47	13	45	61	61	62	74	86
Math	28	31	34	18	0	2	40	52	18	44	58	80
Science	32	32	33	6	1	1	6	23	17	43	51	55
Social Science	30	33	33	6	4	2	24	13	19	42	55	53

### Instructional Time

During the 2003-04 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 2003-04 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 and staff planning activities.

### Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

District-Adopted Textbooks (Grades 9-12)			
Subject	Publisher	Course	Year Adopted
Language Arts	Prentice Hall	English 9-12	2003
Math	Prentice Hall	Algebra I	2001
Math	Prentice Hall	Geometry	2001
Math	McDougal Littell	Algebra II	2002
Math	Houghton Mifflin	Trigonometry	2002
Math	Houghton Mifflin	Calculus	2002
Science	Glencoe	Earth Science	2001
Science	Prentice Hall	Biology	2001
Science	Prentice Hall	Chemistry	2001
Science	Glencoe	Physics	2001
Social Science	McDougal Littell	World History	2001
Social Science	Prentice Hall	U.S. History	2001
Social Science	Prentice Hall	Government	2001
Social Science	Glencoe	Economics	2001

### School Facilities & Safety

Fontana High School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1952. Additional buildings have been added to the campus over the years including classroom buildings in 1953, a library and gym in 1954, a cafeteria and music auditorium in 1957, an agriculture and shop building in 1972, and a new wing and boys gym in 2001. 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. Current school facilities encompass 327,937 square feet and are situated on 41.75 acres. Facilities include 103 permanent classrooms and 67 portable classrooms. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Fontana High School during the 2003-04 and 2004-05 school years which resulted in improvements in the following areas: air conditioning, wall systems, roofing, electrical, paving, ceilings, fire alarm, new doors and hardware, and locker room remodel.

A team of 14 custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an

extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On May 15, 21, and 26 of 2005, the district inspected Fontana High School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

The 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 187 of 1997. The plan was last updated in June 2004 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		
Title	Number of Staff	Full Time Equivalent
Academic Counselors	9	9.0
Crisis Counselor	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
Speech/Language Specialist	1	0.5
Outreach Consultant	1	1.0
School Resource Officer	1	1.0

## Teacher Assignment

For the 2003-04 school year, Fontana High School had 136 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

## NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and

demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

Teacher Credential Status			
	02	03	04
Fully Credentialed	133	143	136
Emergency Credentials	6	18	9
Interns	14	20	12
Waivers	4	1	0
<b>Total Teachers</b>	<b>152</b>	<b>165</b>	<b>154</b>
Working Outside Subject	0	0	10
<b>Teacher Misassignments for 2004-05 =</b>			<b>6</b>
<b>Misassignments of Teachers of English Learners =</b>			<b>334*</b>
<b>Teacher Vacancies for 2004-05 =</b>			<b>0</b>

*\*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods per day.*

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.

Teacher Education Levels 2003-04		
	Fontana High	Fontana USD
Doctorate	2.6%	1.3%
Master's Degree +30*	44.2%	34.6%
Master's Degree	0.6%	0.7%
Bachelor's Degree +30*	36.4%	45.2%
Bachelor's Degree	13.6%	18.3%
Less Than Bachelor's	2.6%	0.7%

*\*Indicates additional hours above and beyond degree.*

Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	58.2%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

## 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. 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

Non-tenured 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 2003-04 school year to support the adoption of new curriculum and the implementation of new programs.

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 2003-04 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies
- 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

## College Preparation

Students at Fontana High School are encouraged to take the required courses if they plan to attend a four-year university. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
595	79	10,058	17,137
	13.3%	58.7%	

\* Duplicated Count (one student can be enrolled in several courses).

## Scholastic Aptitude Test (SAT)

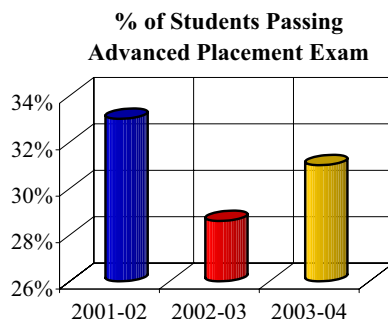
The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development. Fontana High School offers a SAT prep course for students to prepare for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

	SAT I Test Results		
	2001-02	2002-03	2003-04
<b>Grade 12 Enrollment</b>			
Fontana High	637	654	771
Fontana USD	2,001	2,111	2,183
California	365,907	385,181	395,194
<b>% of Seniors Tested</b>			
Fontana High	27.2%	22.2%	25.4%
Fontana USD	25.9%	25.9%	23.8%
California	37.3%	36.7%	35.2%
<b>Average Verbal</b>			
Fontana High	427	432	435
Fontana USD	424	430	439
California	490	494	496
<b>Average Math</b>			
Fontana High	472	471	474
Fontana USD	461	461	471
California	516	518	519
<b>Average Total</b>			
Fontana High	899	903	909
Fontana USD	885	891	910
California	1,006	1,012	1,015

## Advanced Placement (AP)

In 2003-04, Fontana High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

	Advanced Placement Classes		
	#Courses	# Classes	Enrollment
English	2	4	135
Foreign Language	2	7	239
Mathematics	2	2	40
Science	1	2	35
Social Science	4	5	126
Totals	11	20	575

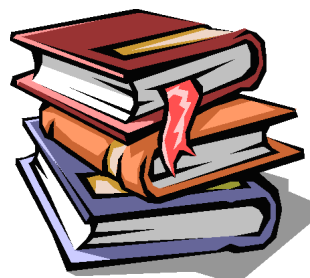


## Work Force Preparation

Fontana High School offers a variety of career-path related classes including 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).

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 1,890	Number of Concentrators	Number of Completers	Completion Rate
	1,890	915	48%
	<b>Grade 12 CTE Students</b>		
	Number of Completers	Number Earning Diploma	Graduation Rate
	334	328	98%

The Regional Occupation Program, offered through San Bernardino County, holds classes in the following areas of concentration at the Fontana High School campus: Childcare Occupations, Product Preparation and Assembly, T.V. Video Production, and Custodial Occupations. 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.



## Student Achievement & Assessment

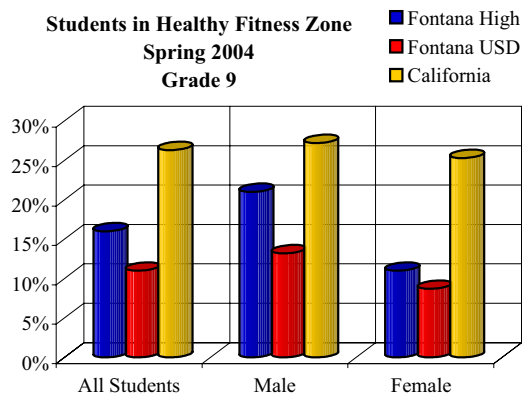
In 2003-04, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Fontana High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. Measures included STAR testing; district language arts, math, science, and social science assessments; and student work.

### Norm Referenced Test

The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades nine through twelve are tested in the academic areas of reading, science, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

### 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).



### California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a state-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students have numerous chances to pass portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test in that area again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

<b>CAT/6 Norm Referenced Test</b>												
<b>2003 &amp; 2004</b>												
<b>% At or Above 50th Percentile</b>												
<i>Subject Area</i>	<b>Reading</b>						<b>Math</b>					
	<b>9</b>		<b>10</b>		<b>11</b>		<b>9</b>	<b>10</b>	<b>11</b>			
<i>Grade Level</i>	<b>03</b>	<b>04</b>	<b>03</b>	<b>04</b>	<b>03</b>	<b>04</b>	<b>03</b>	<b>04</b>	<b>03</b>			
<i>Year Ending</i>	<b>03</b>	<b>04</b>	<b>03</b>	<b>04</b>	<b>03</b>	<b>04</b>	<b>03</b>	<b>04</b>	<b>03</b>			
<b>All Students</b>												
Fontana High	31	31	32	35	36	34	31	33	38	44	41	34
Fontana USD	36	35	36	36	35	35	35	35	42	44	36	35
California	50	48	49	49	47	47	46	46	51	52	46	46
<b>Subgroups</b>												
Females	37	37	37	37	43	37	32	32	36	46	41	31
Males	25	25	27	32	30	31	29	34	40	41	41	37
English Learners	11	9	13	8	10	6	14	14	20	18	18	13
Non English Learners	41	41	41	44	47	42	39	42	46	53	50	39
SED^	28	31	30	35	35	34	27	33	36	44	39	34
Non SED	34		34		38		34		39		42	
Students with Disability	10	8	9	12	6	12	12	9	14	15	9	9
Migrant Education	0	7	2	7	5		0	14	24	14	8	
African American	27	27	22	32	37	23	21	14	20	42	43	19
Asian	25				55		33				64	
White (not Hispanic)	47	46	47	49	50	44	45	48	52	64	54	45
Hispanic or Latino	29	29	29	33	34	33	29	33	37	41	38	32

<sup>^</sup>SED - Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

<b>California HS Exit Exam</b>		
<b>Schoolwide Cumulative Results</b>		
<b>2003-04</b>		
	<b>English/ Language Arts</b>	
	<b>Math</b>	
<b>All Students</b>	<b>62</b>	<b>70</b>
Females	69	73
Males	54	66
English Learners	38	51
SED^	62	70
Students with Disability	23	30
African American	62	64
Asian	82	
White (not Hispanic)	75	84
Hispanic or Latino	60	68

<sup>^</sup>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. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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.

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Fontana High			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	22	23	18	16	18	20	32	35	36
Math	18	15	9	18	24	23	31	35	34
Science	8	9	11	10	11	9	30	27	25
History/Social Science	15	18	11	15	15	16	28	28	29

California Standards Tests Fontana High School Subgroup Results 2004 % Performing at Proficient & Advanced Levels				
	English/ Language Arts	Math	Science	History/ Social Science
Male	15	9	12	20
Female	20	9	9	14
English Learners	8	6	6	11
SED <sup>^</sup>	18	9	11	17
Students with Disabilities	5	3	2	6
Migrant	0	3	17	21
African American	13	7	5	11
American Indian/Alaskan	21	0		
Asian	29	10	20	33
Hispanic	16	9	9	17
Pacific Islander	29	0		
White (not Hispanic)	29	14	19	25

<sup>^</sup>SED = Socioeconomically Disadvantaged

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Awards:** Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

**II/USP:** Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
<b>All Students</b>	<b>539</b>	<b>13</b>	<b>-4</b>	<b>535</b>	<b>563</b>	<b>12</b>	<b>26</b>	<b>589</b>	<b>590</b>	<b>11</b>	<b>10</b>	<b>600</b>
<b>Subgroups</b>												
SED^	509	10	3	512	542	10	31	573	576	9	15	591
African American	522	10	-25	497	536	10	27	563	553	9	14	567
White (not Hispanic)	624	10	-17	607	630	10	24	654	652	9	13	665
Hispanic	517	10	3	520	548	10	30	578	580	9	13	593
	<b>2001</b>	<b>2002</b>	<b>2003</b>						<b>2002</b>	<b>2003</b>	<b>2004</b>	
Percent Tested (Base)	96	98	99		Eligible for Governor's Performance Award				No	Yes	No	
Percent Tested (Growth)	98	99	97		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	2	3	*		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	8	7	*		Applied for II/USP Program				--- Not funded ---			
^SED - Socioeconomically Disadvantaged												
*School had invalid data for testing period, thus state did not calculate ratings for this year.												

## Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 11.2% of elementary and middle school students must be proficient in language arts and 9.6% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API).
- Each school must have a graduation rate of 82.8% or show an increase in the graduation rate of 0.2% over a two-year period.

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Fontana High School does not receive Title I funding and is not subject to Program Improvement mandates.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; "No" means the school or subgroup did not meet 2004 AYP targets. Fontana High School did not meet all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Fontana High		Fontana USD	
	2003	2004	2003	2004
<b>Overall</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
All Students	Yes	Yes	Yes	Yes
African American	No		Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes
SED^	No	Yes	Yes	Yes
English Learners	No	Yes	No	Yes
Students with Disabilities	No	No	No	No
^SED = Socioeconomically Disadvantaged				
Only numerically significant subgroups are reported.				

Federal Awards & Intervention Programs 2004-05	
Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%
*School does not receive Title I funds and is not subject to Program Improvement mandates.	

## Special Programs

Instructional programs are aligned to the 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:

- Standards Plus
- Homework.com lab
- Homework Center
- Fontana Learning Essentials (Algebra I companion class)
- Math Topics and English Topics (CAHSEE intervention)
- Confidence in Academics
- Advancement Via Individual Determination (AVID)
- Anger Management
- ACES (test-taking strategies)
- Gifted and Talented Education (GATE)
- Honors and Advanced Placement classes
- English Language Development
- Tutoring for English language learners
- Program for the Severely Handicapped
- Special Day Classes
- Resource Specialist Program

## Quality of Instruction & Leadership

Leadership at Fontana High School is a responsibility shared among 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/ELAC
- Principal's Advisory Committee
- District School Site Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- Booster Clubs
- Student Study Teams
- Individual Education Plan (IEP) Teams

Parents who wish to volunteer or participate in Fontana High School's leadership teams, school committees, or school activities may contact Assistant Principal Frank Meola at (909) 357-5500.

## Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

Current Expense of Education Per Student*		
2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822

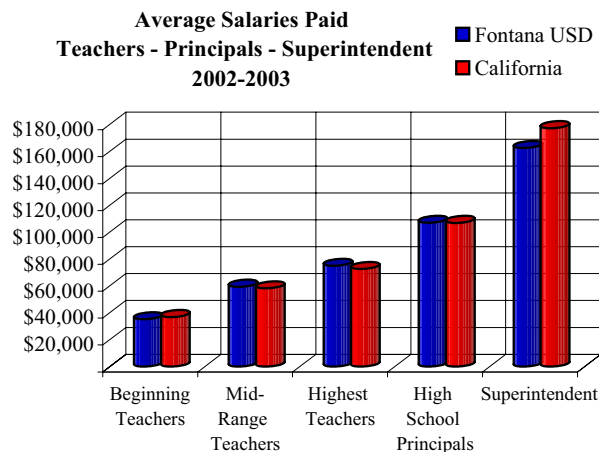
*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Fontana High School had the following categorical programs:

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

## 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.



Salaries as a Percentage of Total Budget		
2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%