

FONTANA UNIFIED SCHOOL DISTRICT

FONTANA HIGH SCHOOL

- Accredited by the Western Association of Schools & Colleges •
- 2006 AVID School of Distinction •
- 2005-06 Golden Bell Award Winner - Virtual Business Program •

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

Principal's Message

Most of the time you don't see them. You may not even know who they are. They are certainly important to the finished product, but they aren't always the ones you see out in front. They're "behind the scenes".

When you go to a school assembly, see a play in the auditorium, watch a band half-time show, or attend the prom, you see the finished product. What you don't see are all the students and staff who worked many hours over the weeks behind the scenes to organize and prepare the finished product.

In fact, there is a lot of work being done every day behind the scenes at Fohi to make sure school is ready for you before you arrive. The "behind the scenes" players are many and deserve to be recognized for all they do to make our school the BEST!

There are many students who work behind the scenes to support our school. Some serve as office aides, others serve on ASB, Peer Leadership, and Renaissance. You see your teachers in class every day, but behind the scenes, long after you've gone home, they spend time grading papers and preparing the next day's lesson. You may see the custodians and groundsman now and then, but behind the scenes they have spent many hours cleaning the campus to make it a place we could all be proud of. Campus security officers are visible when you are out on campus, and patrol the hallways, gates, and maintain a peaceful campus for all students. Many support staff handle the mountains of paperwork, phone calls, and meetings that you may not be aware of. And at some point during the day, all served behind the scenes. What makes a school a school? Well, the people of course. But what makes a school special like Fohi are all the students and staff who give a little extra "behind the scenes".

Mission Statement

Fontana High School is the home of Steeler pride. Students are provided opportunities for personal and group achievement in a safe environment designed to nurture personal, social, and academic development. Fontana High School is committed to preparing students for their individual futures in the twenty-first century.

Parent Involvement

Parents are encouraged to get involved in Fontana High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, and ninth grade orientation provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by chaperoning student activities or attending school performances and athletic events. The School Site Council, English Language Advisory Council, and Parent Teacher Student Association provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication takes place through a variety of formats. The school's newsletter, the *Steel Link*, is published quarterly and features words of wisdom from the principal, helpful tips for parents, highlights of recent accomplishments, upcoming events information, and articles related to the current or upcoming quarter's instructional activities. A student-published newspaper is issued every six to eight weeks and highlights what's happening in sports, student news, teacher profiles, and school activities. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages (in

District Goals

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

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

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

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

both English and Spanish) from school staff to each student's home. The school website (www.fusd.net/schools/HighSchool/FOHI/index.stm) features general information about the school, staff, and programs. In front of the school, the marquee is updated weekly with special announcements and reminders. Parents seeking more information or who want to get involved in the school community may contact Vice Principal Frank Meola or Activities Director Dr. Kristen Flores at (909) 357-5500.

School Profile

During the 2004-05 school year, Fontana High School enrolled 4,346 students in ninth through twelve grade on a traditional school year calendar. Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make Fontana High School the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors.

As a WASC accredited institution (Western Association of School and Colleges), Fontana High is committed to providing a rigorous, challenging academic program. Fontana High is an AVID School of Distinction; a national award and designation given only to secondary schools meeting rigorous benchmarks in preparing students for post-secondary education. Most recently, Fontana High received the Golden Bell Award in recognition of its outstanding virtual business program.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Fontana High. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

In 2004-05, district language arts assessment were given twice and math assessments were administered three times throughout the school year. 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 identify students at risk of not meeting grade level standards. Fontana Unified School District and Fontana High provided intervention programs for students who were identified through the matrix as performing below grade level standards.

District-Administered Assessments Percentage of Students Scoring at Proficient and Advanced Levels				
2002-03				
Grade	9	10	11	12
Reading	N/A	N/A	N/A	N/A
Math	10%	9%	11%	14%
Writing	19%	26%	32%	35%
2003-04				
Grade	9	10	11	12
Reading	17%	10%	19%	26%
Math	15%	12%	14%	20%
Writing	17%	31%	28%	26%
2004-05				
Grade	9	10	11	12
Reading	14%	6%	20%	23%
Math	32%	26%	15%	19%
Writing	21%	14%	27%	20%

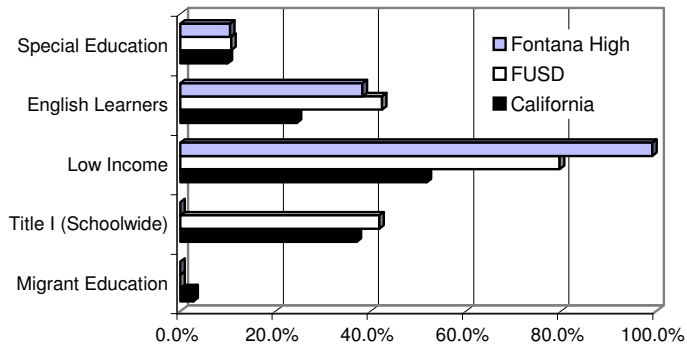
California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

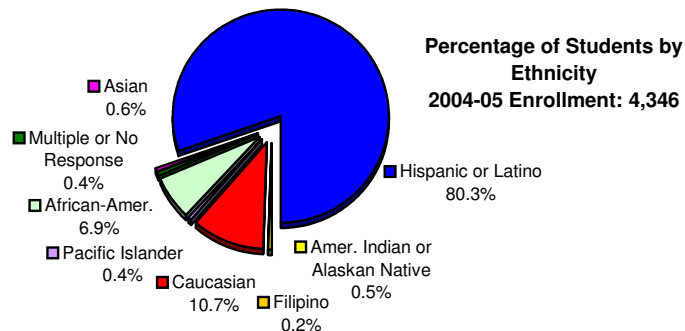
Standardized State Assessments

Students at Fontana High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Fontana High			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	33	33		29	29	27	43	43	41
Math	36	37		38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Fontana High			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	19	18	24	18	20	25	35	36	40
Math	14	9	9	24	23	26	35	34	38
Science	13	10	11	11	9	11	27	25	27
History	17	17	19	15	16	18	28	29	32

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

	Fontana High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	21	15	53		22	*	36
Math	6	8	50		9	*	14
Science	7	0	25		10	*	19
History	16	*	*		18	*	29

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

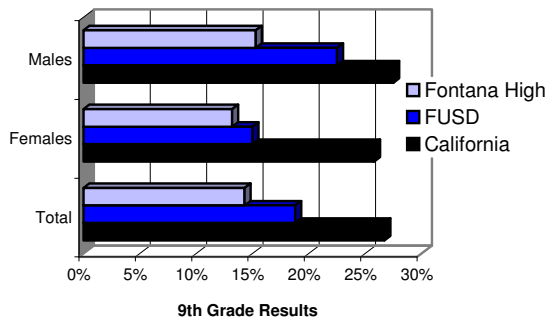
The CAT/6 is a standardized norm referenced test, which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05						
	Fontana High					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	21	27	6	24	5	
Math	11	9	3	10	4	
Science	14	9	3	12	0	
History	23	15	6	19	3	

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



Academic Performance Index (API)									
API Base				API Growth					
	2002	2003	2004	From 2002 to 2003		From 2003 to 2004		From 2004 to 2005	
Percent Tested	98	99	97	99		97		99	
API Base Score	563	590	617	589		600		645	
Growth Target	12	11	9	26		10		28	
Statewide Rank	3	1	3	Yes		Unfunded		Unfunded	
Similar Schools Rank	7	1	8	Unfunded		Unfunded		Unfunded	

API Significant Subgroup Results									
African-Amer.									
API Base Score	536	553	605	API Growth Score		563	567	607	
Growth Target	10	9	7	Actual Growth		27	14	2	
Amer. Indian or Alaskan Native									
Hispanic or Latino									
API Base Score	548	580	610	API Growth Score		578	593	641	
Growth Target	10	9	7	Actual Growth		30	13	31	
Caucasian									
API Base Score	630	652	677	API Growth Score		654	665	698	
Growth Target	10	9	7	Actual Growth		24	13	21	
Socioeconomically Disadvantaged									
API Base Score	542	576	625	API Growth Score		573	591	635	
Growth Target	10	9	7	Actual Growth		31	15	10	

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Fontana High is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The fitness chart in this report illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. As illustrated in the adjacent CAHSEE table, 71% of Fontana High's tenth grade students who took the test passed the math portion of the exam and 64% passed the English portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam 10th Grade Students - March Administration 2004-05		
	Math	English-Language Arts
10th Gr. Enrollment	1,189	1,189
Test Takers	1,061	1,063
Passing (#)	757	682
Passing (%)	71.0%	64.0%

Academic Performance Index

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

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

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

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

Adequate Yearly Progress (AYP)

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

- Each school and subgroup must perform at designated proficiency levels; 22.5% of high school students must be proficient in language arts and 20.9% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Fontana High met 2005 AYP criteria in four of its six subgroups.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Fontana High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress (AYP)

Overall School Results	Fontana High			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	No	No	No	No	No
Subgroup Results	Fontana High			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	All Students	No	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	No	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	No	No	Yes	No
Special Education	No	No	No	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation

	Fontana High
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

School Facilities & Safety

Fontana High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1952; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff. Athletic venues and grass areas with scattered canopies complement classroom and administration buildings. The entire campus underwent full modernization between 2000 and 2005. New construction is currently in process that will add additional classrooms to accommodate increased enrollment.

Campus Supervision

Fontana High has taken measurable steps to ensure students, staff, and visitors are safe and that sufficient supervision is provided at all times. In the morning as students arrive and after school when students are leaving campus, ten campus security officers are strategically placed at designated locations and all administrators and counselors are circulating around the campus monitoring student behavior. During lunch, all ten campus security officers and the administrators share supervision of the cafeteria and common gathering areas. One part-time probation officer and one full-time school resource officer are available to assist administrators with supervision and disciplinary enforcement. All administrators, security staff, and custodians carry handheld radios for effective routine and emergency communications. Fontana High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in the spring of 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines

Campus Description

Year Built	1952
Acreage	41.75 ac
Square Footage	327,937 sf
	Qty.
# of Permanent Classrooms	105
# of Portable Classrooms	68
Gymnasium	2
Stadium	1
Swimming Pool	1
Department Work Room	12
Teacher Lounge/Lunch Room	1
Amphitheater	1
Auditorium	1
Library	1
Computer Lab	14
Cafeteria	1

highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs or maintenance projects. School staff submit work orders to the assistant principal in charge of facilities for review. Upon approval, the assistant principal forwards the work orders to the district's maintenance department who identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general repairs projects; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Two full-time day custodians and twelve full-time evening custodians are assigned to Fontana High and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by campus security officers, the resource officer, and administrators to ensure the campus remains safe while instruction is in progress. Custodians check restrooms routinely throughout the day and clean/stock restrooms as needed. The principal and custodians maintain communication daily using handheld radios to quickly address maintenance and safety issues.

The district's maintenance department inspects Fontana High on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 28, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: September 28, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	Repair flooring in ladies room adjacent to PL classrooms (exposed wood causes tripping hazard)
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	No	Recharge fire extinguisher located in PL32
Electrical (Interior & Exterior)	No	Replace broken switch place in PL34
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Repair to working order the drinking fountain between classes A204-A206
Restrooms*	No	Repair/replace toilet in men's locker room (cracked and leaky base)
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	No	Room T-105: machine shop grinder needs safety guards Room E-101: pencil sharpener needs handle and cover

*100% of restrooms functioning properly during 2004-05.
Deficiencies noted in school inspection report were corrected immediately by the district's maintenance department.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Fontana High received \$29,029.60 in deferred maintenance funds to install heating systems, replace/repair roofing systems, and replace curbing in designated areas.

Classroom Environment

Discipline & Climate for Learning

Students at Fontana High School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal or assistant principals' office. When administering consequences, the principal/assistant principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Fontana High conducts an After School Work Program as an alternative solution for students who want to make up lost time as a result of poor behavior in the classroom, tardiness, or truancy. The Alternative Learning Center is held during school hours as an alternative to off-campus suspensions typically resulting from disruptive classroom behavior and more serious infractions. Saturday school is available to students who want to make up class lessons due to truancy or other behaviors interfering with

the completion of class work.

At the beginning of the school year, students are informed of school rules and behavioral expectations at grade level discipline assemblies and in classroom discussions with their teachers. All students in ninth grade are given a student planner which outlines district policies, school rules, and behavioral expectations. Throughout the year, students are reminded of their academic and behavioral responsibilities as needed through in-class announcements and teacher-initiated discussions. The principal delivers a morning intercom address during first period classes to welcome students and share pertinent information such as safety issues, behavioral issues, and school activities. Later in the school day, one of the assistant principals addresses the student body through the intercom system to reinforce the issues covered in the principal's morning announcement as well as announce upcoming activities taking place during and after school.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Renaissance assemblies are held at the end of each semester to honor students meeting specific GPA (grade point average) requirements. Academic achievements are recognized at an awards assembly held at the end of each semester. Perfect Attendance Rallies are conducted monthly and used to recognize students who have arrived on time and every day for the month. Recognized students are presented with a certificate and invited to a special luncheon with school administrators and counselors.

Extracurricular Activities

Fontana High offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. Competitive athletics programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls. The performing arts programs include choir, a cappella choir, drill team, and band. School-sponsored clubs are centered around a variety of student interests. A listing of athletic programs and school clubs can be found in the student planner or obtained in the Activities Office located in Steeler Hall (909-357-5500 ext. 6110).

Class Size & Teaching Load

Fontana High maintained a schoolwide average class size of 31.5 students for the 2004-05 school year. The following table illustrates the distribution of class

Teaching Load Distribution				
Departmentalized Instruction				
2002-03				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.5	47	61	70
Math	31.8		52	58
Science	32.4	1	23	51
Social Science	33.2	4	13	55
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	31.2	13	61	81
Math	34.0	2	18	80
Science	33.8	1	17	55
Social Science	33.2	2	19	53
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	31.5	17	52	99
Math	32.6	6	30	76
Science	31.7	6	25	46
Social Science	33.2	3	22	58

Suspensions & Expulsions

	Fontana High		
	02-03	03-04	04-05
Suspensions (#)	940	920	1126
Suspensions (%)	36.50%	22.87%	29.21%
Expulsions (#)	78	50	79
Expulsions (%)	3.03%	1.24%	2.05%
FUSD High Schools			
	02-03	03-04	04-05
Suspensions (#)	1852	2107	2397
Suspensions (%)	17.25%	18.92%	20.56%
Expulsions (#)	165	157	208
Expulsions (%)	1.54%	1.41%	1.78%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Instructional Time

During the 2004-05 school year, Fontana High offered 180 days of instruction comprised of 156 regular days and 10 minimum days, and 14 late start Wednesdays. School staff utilize both minimum days and late start days for final exams, state testing, and the day before each school holiday and break.

All instructional minutes offered at Fontana High during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires high school students to receive 64,800 minutes of instruction; Fontana High offered a total of 65,068 minutes of instruction for the 2004-05 school year for all grade levels.

Dropouts

Fontana High School had 224 dropouts recorded for the 2003-04 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, home visits by the community liaison, School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools.

Dropout & Graduation Rates			
	Fontana High		
	01-02	02-03	03-04
Enrollment	3,499	3,855	4,022
No. of Dropouts	66	130	224
Dropout Rate	1.9%	3.4%	5.6%
Graduation Rate	89.1%	87.9%	85.0%
FUSD			
	01-02	02-03	03-04
	Enrollment	10,198	10,735
No. of Dropouts	297	384	813
Dropout Rate	2.9%	3.6%	7.3%
Graduation Rate	87.5%	84.8%	82.3%
California			
	01-02	02-03	03-04
	Enrollment	1,772,417	1,830,903
No. of Dropouts	47,871	58,189	61,253
Dropout Rate	2.7%	3.2%	3.3%
Graduation Rate	87.0%	86.7%	85.1%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided by the district during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Fontana High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2004-05 school year, Fontana High held three staff development days that featured:

- Smaller Learning Communities
- Edusoft
- Analyzing Student Data
- Effective Instructional Strategies
- Writing Across the Curriculum

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers.

Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Fontana High's principal, Mr. Thomas Reasin, works closely with the assistant principals and the leadership team directing the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for overall administration of Fontana High with the support of six assistant principals who are assigned areas of responsibilities based upon their interests, experience, and strengths. At the beginning of each school year, the principal and assistant principals meet to determine and discuss areas of responsibilities and methods of leadership collaboration. Mr. Thomas Reasin has been with the Fontana Unified School District for five years, principal of Fontana High for the past three years (2005-06 is his third year), and in the educational field for over 35 years.

Supporting the principal in the decision-making process is the school leadership team, comprised of the principal, some of the assistant principals, and teacher representatives. The leadership team meets once a week and is responsible for collective brainstorm and problem-solving and for serving as a decision-making body for issues concerning student learning, departmental operations, and staff development.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2005, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade 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

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Fontana High 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 using research-based instructional materials and strategies.

The school's special education program is staffed by 2 special education teachers, 17 resource specialist teachers, and 25 special education aides who provide either full-day instruction or period instruction in their classrooms, working with students individually or in small group settings. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Teachers provide English Language Development instruction either individually or in small group settings during regular class time. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Eight bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. State-approved ELD instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Fontana High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Advancement for Individual Determination (AVID) is an elective class that prepares students for college eligibility and success. The program targets minorities, students who are academically "in the middle", socioeconomically disadvantaged, from rural communities, and others that lack the "college-going" tradition in their families. All students are welcome to participate in this class that offers participation in honors classes, focuses on notetaking skills, organizational skills, and emphasizes math and reading skills/strategies.

Fontana High hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During- and after-school intervention activities include:

- CAHSEE Preparation - elective course focused on math and language arts enrichment in basic skills and subject matter. Students may voluntarily enroll as a proactive step in preparing for the CAHSEE exam.
- Remedial Math/Language Arts Classes - elective courses offered as a supplement to regular language arts and math instruction and focuses on basic skills and subject matter to help students reach proficiency.
- Homework Center - voluntary after-school program for students who want to complete or need a little assistance with homework assignments.
- Tutoring Center: teachers are available for individual tutoring in areas of need.
- After-School Test Preparation - voluntary after-school program for students seeking assistance in math and/or language arts to pass CAHSEE examination.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Advanced Placement

In 2004-05, Fontana High offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement 2004-05			
	No. of Courses	No. of Classes	Enroll- ment
Fine & Performing Arts	0	0	0
Computer Science	0	0	0
English	2	4	108
Foreign Language	2	9	327
Math	1	1	27
Science	2	2	58
Social Science	4	6	114

SAT Reasoning Test

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; the scoring range is 200-800. Fontana High offers a SAT prep course for students to prepare them for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures. SAT test preparation workshops are provided free of charge on weekends.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. At the beginning of their ninth grade year, students are introduced to Fontana High's career technical education programs, partnership academies, work experience program, regional occupational programs, and workability programs. Counselors follow-up with each student's progress in meeting graduation and post-secondary goals at least twice a year. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career technical education courses are available to help prepare high school students (16

years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Regional Occupational Programs 2004-05	
Course	Advisory Chairperson
Auto Collision Repair	Marty Van Kooten
Auto Technology	George Dancause
Basic Automated Machinir	Chris Mitchell
Child Care Occupations	Linda Williams
Custodial Occupations	Vacant
Medical Terminology	Betty Brooks
Nurse Assistant/Home He:	Betty Brooks
Restaurant Occupations	Pam Tuttle
Stagecraft Technology	James Griffin
Welding	Brent Tuttle

Career technical education programs are offered at Fontana High include agriculture, applied technology, business and computer education, and consumer science. The Career Technical Education Program table in this report shows the total number of students participating in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Programs (CTE)

2004-05		
Total CTE Course Enrollments: 6,230		
Secondary (Gr. 9-12) CTE Students		
Number of Concentrators	Number of Completers	Completion Rate
4,118	1,068	20.59%
Grade 12 CTE Students		
Number of Completers	Number Earning Diploma	Graduation Rate
585	502	86%

Students Enrolled in UC/CSU Courses 2003-04		
Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required for UC/CSU Admission	% of Students Enrolled in Courses Required for UC/CSU Admission
19,621	13,083	66.7%

Graduates Completing UC/CSU Courses 2003-04		
Number of Graduates 665	Number of Graduates Who Have Completed All Courses Required for UC/CSU Admission 92	% of Graduates Who Have Completed All Courses Required for UC/CSU Admission 13.8%

	SAT Reasoning Test		
	Fontana High		
	02-03	03-04	04-05
Grade 12 Enrollment	654	771	776
Test Takers (%)	22.2%	25.4%	22.2%
Average Verbal Score	432	435	425
Average Math Score	471	474	455
	FUSD		
	02-03	03-04	04-05
Grade 12 Enrollment	2,111	2,183	2,259
Test Takers (%)	25.9%	23.8%	25.5%
Average Verbal Score	430	439	433
Average Math Score	462	471	459
	California		
	02-03	03-04	04-05
Grade 12 Enrollment	385,356	395,194	409,576
Test Takers (%)	36.7%	35.3%	35.9%
Average Verbal Score	494	495	499
Average Math Score	518	519	521

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Fontana High has difficulty in obtaining qualified substitute teachers from the district's pool. Fontana High has two resident substitutes who check in each morning at the school office and are available to cover unplanned teacher absences. In the event that a resident substitute and a substitute teacher from the district's pool are not available, Fontana High School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Fontana High makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of	
	Staff	FTE
Counselor	9	9.0
Crisis Counselor	1	1.0
Psychologist	1	1.0
School Nurse	1	1.0
Health Assistant	1	1.0
Adaptive PE Specialist	1	1.0
Adaptive PE Aide	1	0.6
LSH	1	0.4
Outreach Consultant	1	1.0
School Resource Officer	1	1.0

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Fontana High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2004-05 school year, Fontana High employed 150 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Fontana High	91.7
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Fontana High	FUSD
	%	%
Doctorate	2.9	1.3
Master's Degree plus 30 or more semester hours	40.7	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	39.0	48.6
Bachelor's Degree	15.1	14.3
Less than a Bachelor's Degree	2.3	0.7

Teacher Credentials & Assignments

	Fontana High			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	165	154	172	1818	1780	1911
Teachers with Full Credential	143	136	150	1603	1635	1771
Teachers in Alternative Routes to Certification	4	6	24	120	63	168
Pre-Internship	16	6	0	129	47	9
Teachers with Emergency Permits	18	9	6	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	10	7	0	35	60
Teacher Misassignments - Total	N/A	**	8	N/A	**	73
Other Misassignments of Certificated Staff	N/A	6	1	N/A	45	15
Teacher Misassignments for English Learners	N/A	334*	7	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	Career & Vocational Education

Salary Comparison

2003-04

	FUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$35,236
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127