

Fontana Unified School District

“The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world.”

www.fusd.net

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A. B. Miller High School

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

Serving Grades Nine through Twelve

Heather Griggs, *Principal*



2010-2011 School Accountability Report Card

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.

Principal's Message

I'd like to welcome you to A.B. Miller High School's Annual School Accountability Report Card. Thank you for taking time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component in every California school.

It is the belief of A.B. Miller High School that students can and will excel in an environment that is tailored to their needs. The school has experienced tremendous growth in student achievement. In 2009, we had an API score of 639. This year, we are celebrating a score of 707, marking a 68-point jump in just two years. Although we recognize our areas of need and concern, we are extremely proud that we continue to meet all academic goals established by the state, district and federal government. We are also very fortunate to have received a \$5.79 million Federal School Improvement Grant.

The hard-working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is my opinion, and that of the district, that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping A.B. Miller High School change with the times and maintain flexibility.

School Mission Statement

To provide a challenging standards-based curriculum, in an environment conducive to learning, that prepares students from all backgrounds to become productive and responsible members of society.

School Profile

Dedicated administrators, teachers, and school staff work as a team to support students' efforts in acquiring the skills necessary to be successful in their future endeavors. In the 2010-11 school year, A.B. Miller High School served 2,760 students in grades 9-12 on a traditional school calendar. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	9.5%
American Indian	0.5%
Asian	0.8%
Filipino	0.4%
Hispanic or Latino	83.2%
Pacific Islander	0.5%
White	5.0%

Discipline & Climate for Learning

Students at A.B. Miller High School are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self discipline through a system of consistent rewards and consequences for their behavior. A progressive discipline approach is taken when students continue having trouble following school rules. Administrators serve fair and reasonable consequences based upon the severity of a student's behavior.

At the beginning of the school year, students are informed of school rules and behavior expectations in the student handbook and in classroom discussions with their teachers. School rules and behavior expectations are also posted on the school website. During the first few weeks of school, counselors visit each classroom to review academic and behavior responsibilities. The student handbook contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavior responsibilities as needed through the student bulletin, morning announcements, Rebel TV broadcasts, and personalized messages sent home through the TeleParent™ system.

All students are required to wear ID badges on campus. This not only addresses safety issues, but also creates a workplace environment. The school also recently purchased Plasco Trac to electronically track tardies.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	594	681	600	7197	5316	4655
Suspension Rate	19.8%	23.5%	21.7%	17.5%	13.0%	11.4%
Expulsions	26	25	11	144	138	52
Expulsion Rate	0.9%	0.9%	0.4%	0.4%	0.3%	0.1%

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. At the end of each semester, the school sponsors an Awards Night to recognize and present bronze, silver, and gold medals for GPA-based academic achievements.

Extracurricular Activities

A.B. Miller High School offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. Athletic programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls; teams compete in the Citrus Belt League.

The performing arts department offers dance programs in modern dance, stage craft, and competitive dance. Theatre productions are offered through the ROP program.

School-sponsored clubs are centered around a variety of student interests. For detailed information about A.B. Miller High School's extracurricular programs, please visit the school's website at www.abmillerhigh.org.

Dropout & Graduation Rates

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, Rapid Credit Recovery (RCR), home visits by the community liaison, school police and probation officer intervention, School Attendance Review Board (SARB), Saturday School, independent study, and referral to continuation high schools.

The Rapid Credit Recovery (RCR) program allows students to make up credits through computer based instruction. The school also has a seven-period schedule, which has greatly assisted students who were behind in credits.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2010-11 school year was unavailable at the time of publication.

	Graduation & Dropout Rates		
	07-08	08-09	09-10
Dropout Rate	3.50%	3.30%	3.00%
Graduation Rate	86.87%	83.62%	88.67%

A.B. Miller High School distributes surveys to recent alumni to inquire about the post-secondary paths that they chose, about their experiences at A.B. Miller High School, and suggestions about what helped them choose to stay in school.

A.B. Miller High School has developed a close collaborative relationship with the adult school and implemented the smaller learning communities which has shown positive results to date.

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, A.B. Miller High School had 112 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	131	117	112	1572
Without Full Credentials	3	0	3	30
Working Outside Subject	0	0	4	11

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	5	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	5	0	0
Vacant Teacher Positions	2	0	4

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.4%	3.6%
District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. In the 2008-09 school year, the district offered three staff development days. In the 2009-10 and 2010-11 school years, the district offered two staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Counseling & Support Staff

A.B. Miller High School 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 Success 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.

In the 2010-11 school year, the academic counselor-to-pupil ratio was 1:307. The chart displays support staff available to students in the reporting year.

The district's Special Education Local Plan Area (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 his/her IEP. A.B. Miller High School'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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.1
Counselor	9	9.0
Health Assistant	1	1.0
Language/Speech/Hearing Therapist	1	0.7
Language/Speech/Hearing Aide	1	0.2
Nurse	1	1.0
Police Officer	1	1.0
Probation Officer	1	0.5
Psychologist	2	1.4
Security Guard	6	6.0

Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
English	29	*	25	20	*	46	50	*	106	45	*	10
Math	31	*	25	5	*	29	29	*	86	43	*	-
Science	30	*	28	10	*	10	25	*	58	35	*	3
Social Science	28	*	28	14	*	12	36	*	37	28	*	18

*2009-10 data unavailable

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	3	2	3
Similar Schools	6	4	6
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-6	49	19
Black or African American			
Actual API Change	-16	52	-14
Hispanic or Latino			
Actual API Change	-2	52	20
White			
Actual API Change	-30	-	-
Socioeconomically Disadvantaged			
Actual API Change	2	44	25
English Learners			
Actual API Change	-14	45	41
Students with Disabilities			
Actual API Change	-9	21	25

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,949	707	29,375	746	4,683,676	778
Black or African American	164	670	1,966	735	317,856	696
American Indian or Alaska Native	12	790	89	725	33,774	733
Asian	12	784	368	838	398,869	898
Hispanic or Latino	1,660	709	24,844	740	2,406,749	729
White	85	718	1,636	787	1,258,831	845
Socioeconomically Disadvantaged	1,607	707	25,432	741	2,731,843	726
English Learners	891	667	15,776	721	1,521,844	707
Students with Disabilities	271	465	3,915	607	521,815	595

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	27
% of Schools Identified for PI	-	60.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades 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.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	No	No	No	No
Participation Rate	No	No	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Physical Fitness

In the spring of each year, A.B. Miller High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.4%	18.1%	22.6%

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	30	41	40	38	42	44	50	52	54
Mathematics	14	15	18	35	39	40	46	48	50
Science	26	29	35	33	39	46	50	53	56
History/Social Science	20	28	31	25	31	35	41	44	48

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/Social Science
District	44	40	46	35
School	40	18	35	31
African American/Black	34	15	30	32
American Indian	42	36	*	*
Asian	47	43	*	*
Hispanic or Latino	40	18	35	31
White	46	17	41	31
Males	37	18	36	35
Females	43	18	34	27
Socioeconomically Disadvantaged	41	19	35	31
English Learners	8	7	8	6
Students with Disabilities	13	11	6	6

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

California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	81.0%	82.0%	*
Socioeconomically Disadvantaged	80.0%	81.0%	*
African American/Black	75.0%	85.0%	*
American Indian	100.0%	73.0%	*
Asian	78.0%	94.0%	*
Filipino	75.0%	89.0%	*
Hispanic or Latino	81.0%	80.0%	*
Pacific Islander	100.0%	81.0%	*
White	87.0%	88.0%	*
English Learners	63.0%	58.0%	*
Students with Disabilities	59.0%	63.0%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	34.0	38.0	52.0	40.0	41.0	54.0	51.0	48.0	59.0
Mathematics	31.0	39.0	53.0	39.0	41.0	54.0	43.0	44.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	52.0	27.0	21.0	56.0	33.0	11.0
District						
All Students	49.0	29.0	21.0	57.0	33.0	10.0
School						
Male	55.0	27.0	18.0	56.0	34.0	10.0
Female	45.0	31.0	24.0	56.0	34.0	10.0
African American	53.0	27.0	20.0	66.0	30.0	5.0
Hispanic or Latino	50.0	30.0	20.0	57.0	33.0	10.0
White	38.0	15.0	46.0	54.0	35.0	12.0
English Learners	83.0	13.0	3.0	78.0	21.0	1.0
Socioeconomically Disadvantaged	50.0	29.0	21.0	56.0	33.0	10.0
Students with Disabilities	91.0	8.0	1.0	91.0	9.0	-

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students at A. B. Miller High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	57.4%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	13.1%

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

Advanced Placement Classes

A.B. Miller High School offers advanced placement courses for those students seeking to qualify for college credit. Students 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	
	# of Courses
English	3
Foreign Language	1
Mathematics	2
Science	1
Social Science	6
Totals	13
Percentage of Students in AP Courses	2.1%

Career Technical Education (CTE) Programs

Students are introduced to career technical education programs at AB Miller, including Regional Occupational Programs (ROP), and career pathways. Students in grades nine through twelve receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses.

Regional Occupational Programs (ROP) is offered in partnership with the San Bernardino County Superintendent of Schools. A variety of 30 different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education.

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 paid and non-paid employment.

The school offers the following courses:

Career Pathways - Industry Sectors

- Arts, Media, and Entertainment
- Building Trades and Construction
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, Recreation
- Transportation

On-campus CTE Courses

- Auto 1A
- Auto 2
- Business and Finance 1A
- Business and Finance 1B
- Child Development/Education
- Clothing 1A-Fashion/Textile
- Clothing 1B-Fashion/Textile
- Computer Information Systems/Applications 1A
- Computer Information Systems/Applications 1B
- Culinary Arts 1A
- Culinary Arts 1B
- Dance 2
- Dance 3
- Digital Graphic Design 1A/1B
- Education 1
- Education 2
- Education 3
- Health Services 1
- Health Services 2
- Health Services 3
- Masonry 1A
- Masonry 1B
- Masonry 2
- TV Production
- TV Production 2
- TV Production 3
- Web Design 1
- Wood 1A
- Wood 1B

On-campus ROP Courses

- Automotive Engine Performance
- Automotive Technician
- Medical Assistant Adm
- Medical Terminology
- Professional Dance
- Sports Therapy and Fitness
- Stagecraft Construction
- Stagecraft Design

ROP Courses available on other FUSD Campuses:

- Acute Care Nurse Assistant
- Advanced Law Enforcement
- Auto Collision Repair
- Automotive Maintenance
- Automotive Service
- Automotive Systems
- Bakery Occupations
- Career Marketing Ed
- Catering
- Child Care Occupations
- Computer Game Design
- Customer Service
- Digital Recording Studio
- Fire Technology
- Foundations of Information Technology

- Fundamentals of Law Enforcement
- Introduction To Health Careers
- Landscape Maintenance and Design
- Nurse Assistant Certified
- Restaurant Occupations
- Veterinary Assistant
- Website Design
- Welding Certification
- Welding Technology

For more information on career technical programs, ROP, partnership academies, and work experience, contact Tracie Zerpoli, Director of Career Technical Education at 909-357-5000 ext 7395 or zerptl@fused.net or visit the state's career technical website at <http://www.cde.ca.gov/ct/ct/>.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,627
What percent of the school's pupils who completed a sequence of CTE courses also earned a high school diploma?	89.3
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	85.0

Parent Involvement

Parents are encouraged to become involved in A.B. Miller High School's learning community. Each year, annual events such as Back to School Night provide opportunities for parents to interact with the staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by helping with or attending school performances and athletic events.

The School Site Council, booster clubs, English Learner Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish. A.B. Miller High's quarterly newsletter, The Rebel Roundup, features a message from the principal, activities schedules, and special events announcements. A monthly "Coffee with the Principal" meeting allows for an informal discussion about student and school issues. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. The school website (www.abmillerhigh.org) is updated daily and features messages from the principal and detailed information about the school, staff, and programs.

Parents now have the opportunity to access a broad range of information on their child through TeleParent™. With a password provided by the school office, parents may use the Internet to obtain current information on their student's academic progress, behavior, attendance, and meal balance. Teachers use TeleParent™ to communicate to individual student's parents regarding behavior or academic concerns.

The school recently hired two Classified Bilingual Community Liaisons and two SIG Certificated Family Outreach Employees to work with families and students in school connectedness.

Contact Information

Parents seeking more information or who want to be involved may contact the principal at (909) 357-5800.

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

Instructional Materials

Fontana Unified School District held a public hearing on October 5, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in November 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th-12th	Algebra I	Glencoe	2008	Yes
9th-12th	Algebra II	Glencoe	2008	Yes
9th-12th	English Language Development	Hampton Brown	1998	Yes
9th-12th	English/ Language Arts	Prentice Hall- Timeless Voices, Timeless Themes	2003	Yes
9th-12th	Geometry	Glencoe	2008	Yes
9th-12th	Science	Glencoe	2007	Yes
9th-12th	Science	Holt	2007	Yes
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes
9th-12th	Social Science/ History	McDougal Littell	2006	Yes
9th-12th	Social Science/ History	Prentice Hall	2006	Yes
9th-12th	Social Science/ History	Prentice Hall	2006	Yes

School Facilities

A.B. Miller High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1991, the school sits on 20 acres and includes a library, 154 permanent classrooms, 38 portable classrooms, a computer lab, a career center, a counseling center, a performing arts theater, a dance studio, a sports stadium, and a cafeteria. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

The district's maintenance department inspects facilities and operating systems at A.B. Miller High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c) (1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart at the right displays the results of the most recent facilities inspection at the school.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 30, 2011. Results of the inspection and corrective action taken by the district are provided in the table on page 11.

School Facility Conditions				
Date of Last Inspection: 02/18/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Counselor Reynolds, Registrar, A4, A9, Student Store back room, Student Store Office, BC18, F8, FL 11, G2, H8, H18, P8, S1, S9, Office 2 East - Stained ceiling tile. Gym - Replace damaged ceiling tiles. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Storeroom north, Storeroom west, Storeroom south, Storage south, Atrium East, Atrium West, H20 Room, Women Locker Room, Library NE Outside, Q2 - E2, Ticket Room, Office Between T1 & T2 - Trash and debris. Corrected during walk. Women Restroom, Restroom, Boys Restroom - Graffiti. Work orders submitted.
Electrical	X			Counselor, AP Office, Principal Conference Room, Upstairs Custodial - Lamps out. Arts office, MPR, BC7, FL 5, Storeroom, I-5 Storeroom, I-8, Q2-209, Q1-FR, Science Office, M4, M11, Long Hallway - Lamps out. F4, Career Center, Professional Collection - Lights out. Work orders submitted.
Restrooms/Fountains	X			BC11, Humanities Office - Sink faucet dripping. Girls Restroom, Boys RR - Trash/debris. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Campus Supervision

Adult supervision is present in all areas of the campus as students arrive in the morning, during lunch periods, and when students leave in the afternoon. The principal, all four assistant principals, one police officer, seven security officers, the school counselors, one part-time probation officer and all teachers circulate in assigned areas of the campus, ensuring student conduct remains safe and orderly. All administrators, security officers, secretaries, and custodians carry hand-held radios for effective routine and emergency communications.

Regular campus supervision is shared throughout the day by security officers, the police officer, and administrators to ensure the campus remains safe while instruction is in progress. Each passing period, restrooms are searched for tardy students quickly screened for cleanliness. The assistant principal (in charge of facilities) and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues. A.B. Miller High School is a closed campus. During school hours, all visitors must sign in at the office and wear identification badges while on school grounds.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Two full-time day custodians and 11 full-time evening custodians are assigned to A.B. Miller 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, school administrators, custodians, and security staff inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus. An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the Assistant Principal Moises Merlos for review; upon approval, the assistant principal forwards the work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians.

San Bernardino County Williams Facilities Inspection

Inspection Date: 8/30/2011

Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
G Wing Common Areas	Mech/HVAC	Air Conditioning System is not working. Work order submitted.
T Wing Common Areas	Mech/HVAC	Vents or surrounding areas are dirty. Work order submitted.
School Grounds - Fields	Windows/Doors/Gates/Fences	Fencing has holes or is not secured properly. Fence has bent or missing post/crossbars. Work orders submitted.
G Wing Common Areas	Interior Surfaces	Ceilings have damages from cracks, tears, and/or holes. Work order submitted.
Theatre	Interior Surfaces	Ceilings have water damage. Walls have water damage. Work orders submitted.
T Wing Common Areas	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard. Work order submitted.
Area Q	Drinking Fountains	Water pressure too low. Work order submitted.
Area Q	Restrooms	Fixtures/apparatus damaged, broken, missing or unsecured. Sink is not working. Sink water pressure too low. Work orders submitted.
Boys Restroom (Next to Cafeteria)	Restrooms	Fixtures/apparatus damaged, broken, missing or unsecured. Sink is not working. Work orders submitted.
Boys Restroom (Next to Counseling Office)	Restrooms	Stall door or latch does not function as designed. Work order submitted.
Boys Restroom (Next to Weight Room in G Wing)	Restrooms	Fixtures/apparatus damaged, broken, missing or unsecured. Urinal is not working. Stall door or latch does not function as designed. Work orders submitted.
G Wing/Girls Locker Room	Restrooms	Sink water pressure too low. Restrooms/showers used as storage area. Stall door or latch does not function as designed. Work orders submitted.
Girls Restroom (Next to Cafeteria)	Restrooms	Restrooms are not stocked with toilet paper. Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional. Work orders submitted.
Girls Restroom (Next to Counseling Office)	Restrooms	Toilet is not working. Work order submitted.
Girls Restroom (Next to Health Office in G Wing)	Restrooms	Sink is not working. Work order submitted.
H Wing Common Areas	Restrooms	Sink is damaged, excessively stained or clogged. Urinal is not working. Stall door or latch does not function as designed. Sink is not working. Sink water pressure too low. Work orders submitted.
School Grounds - Stadium/Track and Associated Bldg.	Restrooms	Restrooms are not stocked with soap. Work order submitted.
Area Q	Playgrounds/School Grounds	Signs of water drainage problems including standing water on hardscape areas. Work order submitted.
School Grounds - Fields	Playgrounds/School Grounds	Signs of water drainage problems including standing water on hardscape areas. Bleachers missing, damaged and/or broken. Stationary equipment not properly stored. Work orders submitted.
School Grounds - Quad	Playgrounds/School Grounds	Seating and tables are not functional and show significant cracks. Significant cracks, trip hazards, holes or deterioration. Work orders submitted.
Student Cafeteria	Playgrounds/School Grounds	Seating and tables are not functional and show significant cracks. Work orders submitted.
I Wing Wood Working Room	Overall Cleanliness	Unsecured items are stored too high. Work orders submitted.
School Grounds - Fields	Overall Cleanliness	Areas evaluated have accumulated refuse. Work order submitted.
School Grounds - Quad	Overall Cleanliness	Areas have unabated graffiti. Work order submitted.
School Grounds - Stadium/Track and Associated Bldg.	Overall Cleanliness	Areas evaluated have accumulated dirt and grime. Cluttered classroom or storeroom. Work orders submitted.

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.

- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

Safe School 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 July 2011. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include: 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.

Salary & Budget Comparison

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,679
From Restricted Sources	\$1,766
From Unrestricted Sources	\$4,913
District	
From Unrestricted Sources	\$5,322
Percentage of Variation between School & District	-7.68%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-9.93%

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$41,006	\$42,017
Mid-Range Teachers	\$69,104	\$67,294
Highest Teachers	\$87,206	\$86,776
Elementary School Principals	\$107,691	\$108,534
Middle School Principals	\$110,317	\$112,893
High School Principals	\$124,509	\$123,331
Superintendent	\$191,249	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.7%	39.4%
Administrative Salaries	4.4%	5.3%

District Revenue Sources

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$71,705
District	\$69,120
Percentage of Variation	3.74%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	3.61%

Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.