



Fontana Unified
Fontana A. B. Miller High
2024-2025 School Accountability Report Card



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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

Fontana Unified
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Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Angel Ramirez, President
Marcelino "Mars" Serna,
Vice President
Adam Perez, Member
Danielle Holley, Member
Mary Sandoval, Member
Ashley Suarez,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
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Leslie Barnes, Ed.D.
Associate Superintendent,
Business Services
Christopher Hollister, Ed.D.
Interim Associate Superintendent,
Teaching & Learning
Caroline Labonte
Interim Associate Superintendent,
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Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT STATEMENTS

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

PRINCIPAL'S MESSAGE

Welcome to A.B. Miller High School! On behalf of our administration, faculty, and staff, we're excited to have you join our Rebel community. At A.B. Miller, we are dedicated to helping every student succeed and gain the skills needed for a successful life after high school. Our recent graduates exemplify our commitment to the whole child approach, overcoming numerous challenges to achieve their college and career goals.

We are proud to have earned a silver medal rating for our schoolwide PBIS program for the past three years. Our core values, which we aim for all students to embody upon graduation, are:

Participation

Respect

Integrity

Determination

Empathy

Stay connected with us through our social media platforms for updates on celebrations, events, and campus news:

Twitter: @ABMillerHS

Instagram: @abmillerrebels

Website: www.fusd.net/abmiller

We are committed to enhancing student learning through high expectations in the classroom and providing an exceptional high school social experience. We welcome feedback and suggestions from all educational partners to better serve our community. Please feel free to reach out to me or an Assistant Principal with any concerns or comments. Let's make this an outstanding school year together!

SCHOOL PROFILE

The dedicated and compassionate team at A.B. Miller High School is committed to creating the best possible learning environment for all students. Every decision we make prioritizes their academic, social, and emotional needs, ensuring they acquire the knowledge and skills essential for future success. We offer a challenging academic program along with a diverse array of extra and co-curricular activities to support our students' growth and development.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	48.50
Male	51.40
Non-Binary	0.10
American Indian or Alaska Native	0.30
Asian	1.40
Black or African American	4.30
Filipino	1.00
Hispanic or Latino	88.40
Native Hawaiian or Pacific Islander	0.30
White	3.50
Two or More Races	0.90
EL Students	22.10
Foster Youth	0.70
Homeless	1.90
Military	
Socioeconomically Disadvantaged	76.50
Migrant Education	
Students with Disabilities	12.80

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
9th	550
10th	474
11th	455
12th	471
Total	1950

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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.

Adoption of Instructional Materials

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.

TEXTBOOKS

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

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 11th-12th / Course: AP Literature / Publisher: WW. Norton & Co. / Series: Norton Introduction to Literature / Adoption: 2016	Yes (Local)	0
	Grade: 12th / Course: English/Language Arts / Publisher: The California State University / Series: Expository Reading and Writing Course, 2nd Edition / Adoption: 2013	Yes (Local)	0
	Grades: 11th-12th / Course: AP Language / Publisher: Bedford/St. Martin / Series: The Language of Composition / Adoption: 2016	Yes (Local)	0
	Grades: 9th-12th / Course: English/Language Arts / Publisher: The College Board / Series: Springboard, English Language Arts for 9-12 / Adoption: 2017	Yes (Local)	0
Mathematics	Grades: 9th-12th / Course: Advanced Algebra / Publisher: Cengage/National Geographic Learning / Series: Advanced Algebra with Financial Application / Adoption: 2015	Yes (Local)	0
	Grades: 9th-12th / Course: Intro to College Math / Publisher: McGraw-Hill / Series: Beginning and Intermediate Algebra / Adoption: 2017	Yes (Local)	0
	Grades: 9th-12th / Course: Integrated Math / Publisher: Houghton Mifflin Harcourt / Series: Integrated Math Level 1-3 / Adoption: 2015	Yes (Local)	0
	Grades: 9th-12th / Course: Pre-Calculus / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (Local)	0
	Grades: 9th-12th / Course: Trigonometry / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (Local)	0
	Grades: 9th-12th / Course: AP Calculus / Publisher: Pearson / Series: Calculus: Graphical, Numerical, Algebraic / Adoption: 2014	Yes (Local)	0
	Grades: 9th-12th / Course: AP Statistics / Publisher: W. H. Freeman / Series: The Practice of Statistics / Adoption: 2014	Yes (Local)	0
	Grades: 9th-12th / Course: Statistics / Publisher: Pearson / Series: Stats in Your World / Adoption: 2014	Yes (Local)	0
History / Social Science	Grades: 11th-12th / Course: AP American Government / Publisher: McGraw Hill / Series: American Democracy Now / Adoption: 2016	Yes (Local)	0
	Grades: 11th-12th / Course: AP Economics / Publisher: McGraw Hill / Series: Economics: Principles, Problems, and Policies / Adoption: 2014	Yes (Local)	0
	Grades: 9th-12th / Course: US History / Publisher: McGraw Hill / Series: Impact United States History & Geography: Continuity & Change / Adoption: 2019	Yes (Local)	0
	Grades: 9th-12th / Course: World History / Publisher: McGraw Hill / Series: Impact World History, Culture & Geography: The Modern World / Adoption: 2019	Yes (Local)	0
	Grades: 9th-12th / Course: Economics / Publisher: McGraw Hill / Series: Impact Principles of Economics / Adoption: 2019	Yes (Local)	0
	Grades: 9th-12th / Course: American Government / Publisher: McGraw Hill / Series: Impact Principles of American Democracy / Adoption: 2019	Yes (Local)	0
	Grades: 9th-12th / Course: AP European History / Publisher: Prentice Hall / Series: Western Heritage Since 1300 / Adoption: 2015	Yes (Local)	0
	Grades: 11th-12th / Course: AP Psychology / Publisher: Bedford Freeman Worth / Series: Psychology in Modules AP / Adoption: 2016	Yes (Local)	0
	Grades: 11th-12th / Course: AP US History / Publisher: Cengage / Series: The American Pageant / Adoption: 2006	Yes (Local)	0
	Grades: 9th-12th / Course: AP World History / Publisher: Bedford, Freeman and Worth / Series: Ways of the World / Adoption: 2016	Yes (Local)	0
	Grades: 9th-12th / Course: Psychology / Publisher: McGraw Hill / Series: Understanding Psychology / Adoption: 2020	Yes (Local)	0
	Grades: 9th-12th / Course: Sociology / Publisher: McGraw Hill / Series: Sociology & You / Adoption: 2020	Yes (Local)	0
Science	Grades: 9th-12th / Course: Biology / Publisher: Savvas /	Yes (Local)	0

	Series: Miller Levine Biology / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Chemistry / Publisher: Savvas /		
	Series: Experience Chemistry / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Physics / Publisher: Savvas /		
	Series: Experience Physics / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth /		
	Series: Living by Chemistry / Adoption: 2019	Yes (Local)	o
	Grades: 9th-12th / Course: Geology / Publisher: Holt /		
	Series: Earth Science / Adoption: 2007	Yes (Local)	o
	Grades: 9th-12th / Course: Earth Science / Publisher: Biozone International /		
	Series: Earth and Space Sciences for NGSS / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Marine Biology / Publisher: Perfection Learning /		
	Series: Marine Biology and Oceanography / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Forensic Science / Publisher: Pearson /		
Foreign Language	Series: Forensic Science: An Introduction / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Astronomy / Publisher: McGraw Hill /		
	Series: Explorations / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill /		
	Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: AP Environmental Science / Publisher: McGraw Hill /		
	Series: Environmental Science / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall /		
	Series: Physics / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth /		
	Series: Biology for the AP Course / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: AP Chemistry / Publisher: Pearson /		
	Series: Chemistry: A Molecular Approach / Adoption: 2022	Yes (Local)	o
	Grades: 9th-12th / Course: AP French / Publisher: Pearson /		
Visual / Performing Arts	Series: Allons Au-dela / Adoption: 2014	Yes (Local)	o
	Grades: 9th-12th / Course: AP Spanish Language /		
	Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014	Yes (Local)	o
	Grades: 9th-12th / Course: AP Spanish Lit. / Publisher: Pearson /		
	Series: Reflexiones de la literatura hispánica / Adoption: 2014	Yes (Local)	o
	Grades: 9th-12th / Course: French / Publisher: Vista Higher Learning /		
	Series: D'Accord Level 1-3 / Adoption: 2015	Yes (Local)	o
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill /		
Health Education	Series: Asi Se Dice! Level 1-3 / Adoption: 2017	Yes (Local)	o
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill /		
	Series: El Español Para Nosotros Level 1-2 / Adoption: 2017	Yes (Local)	o
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	103.00	92.09	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.59	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	0.74	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.38	31.90	1.82	11,953.10	4.28
Unknown	5.80	5.18	87.80	5.02	15,831.90	5.67
Total Teaching Positions	111.90	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	97.30	87.86	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.70	0.68	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	3.98	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	2.36	35.40	2.05	11,746.90	4.23
Unknown	5.60	5.12	84.90	4.92	14,303.80	5.15
Total Teaching Positions	110.80	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93.20	84.87	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	2.00	1.82	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	2.60	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	3.11	36.40	2.12	12,112.80	4.34
Unknown	8.30	7.59	64.60	3.77	13,705.80	4.91
Total Teaching Positions	109.90	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2.00	2.00
Misassignments	0.80	2.40	0.80
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	4.40	2.80

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	1.50	2.60	3.40
Total Out-of-Field Teachers	1.50	2.60	3.40

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.70	2.20	0.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/23/2025
Data Collected:	March 2025
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	FAIR	BC 1, P- 6: 4. CARPET HAS WAVES. P- 7: 4. CARPET HAS WAVES/ CEILING TILE HAS HOLE. F 13, F 15, F 16, F 17, FL 11, H 13, OFC, P- 2, S 13, H 14: 4. CARPET IS SEPARATING AT SEAM. P- 5: 4. CARPET MOLDING IS MISSING AT ENTRY. BC 12, FL 6: 4. CARPET MOLDING IS MISSING AT THRESHOLD. M 10: 4. CEILING TILE FRAME IS LOOSE. F 12: 4. CEILING TILE IS LOOSE. BC 18, H 10: 4. CEILING TILE IS MISSING . A 5: 4. FLOOR TILES ARE BROKEN WITH HOLES. A6: 4. FLOOR TILES ARE CRACKED/ WATER STAIN CEILING TILES. FL 10, H 15, H 8, H 14: 4. FORMICA IS BROKEN ON COUNTER. HUMANITIES OFC: 4. FORMICA IS BROKEN ON SINK COUNTER. FL 7: 4. FORMICA IS MISSING ON COUNTER. P- 11: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL. H 20: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL. BC 18, BC 7, F 2, F 3, H 10, HUMANITIES OFC, I 3, M 12, M 9, MATH OFC, P- 11, P- 3, Q 203, Q 205, Q 207, S 9, STUDENT STORE, REGISTRAR RECEPTION AREA, SOCIAL SCIENCE WING/ OFC LOUNGE: 4. WATER STAIN CEILING TILES. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	BC 13, F 3, H 19, H 4, M 10, M 14, M 15, M 3: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. F 16, F 2, H 8: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. H 13: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ TWO LIGHT BULBS NEED TO BE REPLACED. OFC: 7. ETHERNET BOX IS LOOSE ON WALL.

		F 9: 7. FOUR LIGHT BULBS NEED REPLACED. H 3: 7. LIGHT DIFFUSER IS MISSING. F 8: 7. OUTLET COVER IS BROKEN. BC 5: 7. SENSOR COVER IS MISSING ON CEILING. S 2: 7. THREE LIGHT BULBS NEED TO BE CHANGED. BC 11, F 17: 7. THREE LIGHT BULBS NEED TO BE REPLACED. M 18: 7. TWO LIGHT DIFFUSERS ARE MISSING/ ELECTRICAL CORDS ARE DAISY CHAINED. F 4: 7. TWO LIGHT PANELS ARE OUT/ ELECTRICAL COVER IS BROKEN AT ENTRY. Q 205, P- 6: 7. WATER STAIN IN LIGHT DIFFUSERS. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	BC 18: 9. BASE PLATE IS LOOSE ON EXTERIOR DRINKING FOUNTAIN. (Work order submitted)
SAFETY: Fire Safety, Hazardous Materials	GOOD	BC 12, FL9: 10. PLUG IN AIR FRESHENER IN USE. ART WING/ STORAGE, INDUSTRIAL WING/ STORAGE: 11. PAINT IS CHIPPING ON EAVES AND TRIM. F 5: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR. P- 4: 11. PAINT IS CHIPPING ON TRIM AND RAMP SKIRTING. MATH WING/ STORAGE, SCIENCE WING/ STORAGE: 11. PAINT IS CHIPPING ON TRIM OF BUILDING. FL WING/ STORAGE, HUMANITIES WING/ STORAGE, SOCIAL SCIENCE WING/ OFC: 11. PAINT IS CHIPPING ON TRIM OF EAVES. FL 5: 11. PLUG IN AIR FRESHENER IN USE. (Work orders submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	P- 1, P- 5, P- 6, P-8: 12. DRY ROT ON SIDING. (Work order submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	H 20: 14. ROOM NUMBER SIGN IS MISSING. P- 2: 14. TRIP HAZARD AT RAMP ENTRY. F 7: 15. DOOR DOES NOT CLOSE PROPERLY. SOCIAL SCIENCE WING/ OFC: 15. LOCK IS LOOSE ON MAIN HALLWAY DOOR. (Work orders submitted)

SCHOOL FACILITIES

Age and Condition of 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, 15 portable classrooms, a counseling center, a Parent Center, a performing arts theater, 2 dance studios, a sports stadium, a three-court gym, an athletic training room, a wellness center, and a cafeteria.

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 three assistant principals, one police officer, five security officers, the school counselors, 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 and 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 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 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 the project and then assigns the project 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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for several portable classrooms, re-sealing of gym floor, replaced gym bleachers, solar installation projects, PA system upgrades, replace/repair swamp coolers, replacement of portable siding and paint, replace ramps, athletic field/facility improvements, and general installation of TVs in classrooms.

Additionally, the following facility improvements in progress specifically for our school: repair/upgrade to the HVAC system and repainting of on site murals to reflect the rebranding of the new Rebel.

Facility Inspection Results

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 each 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.

San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. The county facilities inspection was completed on August 22, 2025. Results of the inspection conducted during the 2024-25 school year and corrective action taken by the district are provided.

The following good repair deficiencies were observed:

Section 2. Mech/HVAC

- * M-16 (1): Problems with the HVAC system exist

Section 4. Interior Surfaces

- * M-09 (1): Ceiling tiles are stained
- * H-18 (1): Ceiling tiles are stained
- * H-15 (1): Flooring is damaged
- * F-16 (1): Flooring is damaged
- * FL-11 (1): Carpeting damaged, rippled, or stained (work order #N/A)
- * F-15 (1): Carpeting damaged, rippled, or stained
- * M-09 (1): Carpeting damaged, rippled, or stained

Section 5. Overall Cleanliness

- * M-10 (1): Flooring is excessively dirty/stained

Section 7. Electrical

- * M-03 (1): Lighting covers are missing, damaged or loose
- * H-18 (1): Lighting covers are missing, damaged or loose
- * F-14 (1): Lighting fixtures or bulbs are not functioning properly or missing

Section 9. Sinks/Fountains

- * Library (1): Sink/fountain is not working properly (work order #FY25-2627609) (1 remedied 8/22/25)

Section 10. Fire Safety

- * Main Office Building (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)
- * Nurse's Office (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)
- * Staff Lounge (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)
- * Cafeteria/Kitchen (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)
- * Football Field/Stadium (5): Fire extinguisher out of date or missing monthly inspection sign-off (5 remedied 8/22/25)
- * Weight Room (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)
- * Gym (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)
- * Locker Room-Girls' (2): Fire extinguisher out of date or missing monthly inspection sign-off (2 remedied 8/22/25)
- * F-06 (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)

Section 14. Playground/School Grounds

- * Softball Field (1): Significant cracks, trip hazards, holes or deterioration (work order #FY25-26027591 and FY25-26027590) (1 remedied 8/22/25)

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.https://caaspp-elpac.ets.org/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	43	56	60	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	20	23	29	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	16	19	26	17	19	22	30	31	33

Assessment Results by Student Group - English Language Arts

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	424	420	99.06	0.94	60.00
Male	231	227	98.27	1.73	56.39
Female	192	192	100.00	0.00	64.58
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	55.00
Filipino	--	--	--	--	--
Hispanic or Latino	375	371	98.93	1.07	59.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	15	15	100.00	0.00	66.67
Two or More Races	--	--	--	--	--
EL Students	76	75	98.68	1.32	14.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	337	334	99.11	0.89	57.78
Migrant Education	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	12.24

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	424	418	98.58	1.42	28.71
Male	231	227	98.27	1.73	29.07
Female	192	190	98.96	1.04	28.42
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	375	369	98.40	1.60	29.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	15	15	100.00	0.00	20.00
Two or More Races	--	--	--	--	--
EL Students	76	73	96.05	3.95	2.74
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	337	332	98.52	1.48	27.71
Migrant Education	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	2.04

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	870	867	99.66	0.34	22.49
Male	467	464	99.36	0.64	23.49
Female	402	402	100.00	0.00	21.39
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	775	772	99.61	0.39	21.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	27.27
Two or More Races	--	--	--	--	--
EL Students	166	165	99.40	0.60	1.21
Foster Youth	--	--	--	--	--
Homeless	24	24	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	673	670	99.55	0.45	21.94
Migrant Education	0	0	0	0	0
Students with Disabilities	104	101	97.12	2.88	2.97

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	92	93	93	92	92

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2024-25	97.38
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	55.01

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	941
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	43.6
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	33

CAREER TECHNICAL EDUCATION PROGRAMS

Students are introduced to career technical education programs through a wide array of career pathways. Students 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. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses. A variety of 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 using industry standard equipment under the guidance of industry professionals.

The following courses are available to students at the school:

Career Pathways - Industry Sectors

- * Arts, Media, and Entertainment
- * Health Science and Medical Technology
- * Information and Communication Technologies
- * Aviation

On-campus Courses

- * Avionics 1
- * Avionics 2
- * Aviation Maintenance 1
- * Aviation Maintenance 2
- * Cybersecurity
- * Dance 1
- * Dance 2
- * Dance 3
- * Digital Audio Recording I
- * Digital Audio Recording II
- * Entrepreneurship 1
- * Health Services 1
- * Health Services 2
- * Health Services 3
- * IT Essentials
- * Medical Core
- * TV Production
- * TV Production 2
- * TV Production 3
- * Professional Dance

Courses available on other FUSD Campuses:

- * Acute Care Nurse Assist
- * Advanced Law Enforcement
- * American Sign Language 1 (A-G approved)
- * Auto Collision Repair
- * Automotive Service

- * Bakery Occupations
- * Catering
- * Child Care Occupations
- * Computer Business Applications
- * Computer Game Design
- * Customer Service
- * Fashion Design
- * Fire Technology
- * Foundations of Information Technology
- * Fundamentals of Law Enforcement
- * Health Information Technician
- * Introduction to Health Careers
- * Medical Core 1
- * Nurse Assistant Certified (CNA)
- * Personal Fitness Trainer
- * Radio Broadcasting Occupations
- * Recording Engineering
- * Restaurant Occupations
- * Veterinary Assistant
- * Website Design
- * Welding Certification
- * Welding Technology

For more information on career technical programs, ROP, partnership academies, and work experience, contact Kim Law, Ed.D., Senior Director of Career Readiness & Workforce Development, at (909) 357-5000 extension 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to actively participate in A.B. Miller High School's learning community. Annual events like Back to School Night offer opportunities for parents to engage with staff and support their child's academic journey. Parents can also show their support by attending or helping with school performances and athletic events.

The School Site Council, booster clubs, English Learner Advisory Council, and Superintendent's Advisory Council provide platforms for parents to contribute to curricular programs and financial planning. Communication between school and home is available in both English and Spanish, ensuring inclusivity.

Monthly "Coffee with the Principal" meetings offer a relaxed setting for discussing student and school-related issues. Additionally, Parent Square, an internet-based messaging system, sends personalized messages in both English and Spanish from school staff to students' homes.

Another valuable resource for parents is the Q Parent Connect portal. This online tool allows parents to monitor their student's grades, missing assignments, attendance, and tardies in real time. Once a parent request is processed, login details for Q Parent Connect will be emailed to the parent or guardian. Parent/Guardian(s) are encouraged to also use ParentSquare for communication purposes both with general information and direct messaging with teachers and administrators.

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	4.4	3.9	1.5	89	89.5	94.8
District	4.9	3.8	2.6	91.3	92.5	94.6
State	8.2	8.9	8	86.2	86.4	87.5

Graduation Rates by Student Group			
2024-25	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	482	457	94.8
Female	227	222	97.8
Male	255	235	92.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	14	13	92.9
Filipino	--	--	--
Hispanic or Latino	436	413	94.7
Native Hawaiian or Pacific Islander	--	--	--
White	17	16	94.1
Two or More Races	--	--	--
EL Students	132	116	87.9
Foster Youth	--	--	--
Homeless	37	34	91.9
Military			
Socioeconomically Disadvantaged	452	430	95.1
Migrant Education	0.0	0.0	0.0
Students with Disabilities	64	50	78.1

DROPOUT PREVENTION

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, Apex online credit recovery courses, home visits by the community liaison, school police and probation officer intervention, School Attendance Review Board (SARB), Saturday School (SOAR), independent study, and referral to continuation high school. Apex online credit recovery courses allow students to make up credits through computer-based instruction.

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

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2132	2048	508	24.8
Female	1027	989	251	25.4
Male	1104	1058	256	24.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	29	5	17.2
Black or African American	98	89	28	31.5
Filipino	20	18	0	0.0
Hispanic or Latino	1881	1812	451	24.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	72	11	15.3
Two or More Races	19	18	8	44.4
EL Students	519	490	134	27.3
Foster Youth	22	16	3	18.8
Homeless	57	55	17	30.9
Military	--	--	--	--
Socioeconomically Disadvantaged	1659	1597	412	25.8
Migrant Education	--	--	--	--
Students with Disabilities	294	267	98	36.7

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2025. 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
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	4.54	2.79	2.67	0.00	0.00	0.14
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	2.67	0.14
Female	1.95	0.00
Male	3.35	0.27
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.18	1.02
Filipino	0.00	0.00
Hispanic or Latino	2.55	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	2.12	0.00
Foster Youth	9.09	0.00
Homeless	5.26	0.00
Military	--	--
Socioeconomically Disadvantaged	2.83	0.12
Migrant Education	0.00	0.00
Students with Disabilities	4.76	0.34

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	279

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2024-25	Number of Courses
Computer Science	4
English	5
Fine and Performing Arts	3
Foreign Language	3
Mathematics	3
Science	4
Social Science	11
Totals	33
Percent of Students in AP Courses	21.30

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	21	20	21	47	56	48	59	42	36	8	12	21
Mathematics	21	21	21	40	39	40	39	38	36	16	9	12
Science	20	19	23	32	38	22	26	26	27	11	3	8
Social Science	22	22	21	36	34	34	25	30	25	20	12	16

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:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program

- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 10,718.38
School: From Supplemental/Restricted Sources	\$ 2,253.44
School: From Basic/Unrestricted Sources	\$ 8,464.95
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	9.04 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-24.06 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 60,862.67
Mid-Range Teachers	\$ 91,736.00	\$ 93,575.04
Highest Teachers	\$ 124,609.00	\$ 125,548.29
Elementary School Principals	\$ 146,310.00	\$ 157,644.72
Middle School Principals	\$ 151,473.00	\$ 165,340.66
High School Principals	\$ 170,605.00	\$ 182,579.89
Superintendent	\$ 314,904.00	\$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

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.

2023-24 Average Teacher Salary	
School	\$ 92,190.95
District	\$ 100,077.00
Percentage of Variation between School & District	-7.88 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-8.12 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND CLIMATE FOR LEARNING

Students at A.B. Miller High School are guided by rules and behavior expectations that embody PRIDE: Participation, Respect, Integrity, Determination, and Empathy. The school's accountability program aims to teach self-discipline through consistent consequences for actions. A progressive discipline approach is used for students who struggle to follow the rules, with administrators assigning fair and reasonable consequences based on the severity of the behavior.

At the start of the school year, students are informed of the rules and expectations through the student handbook, classroom discussions, and an expectations assembly led by the administration. These rules and expectations are also available on the school website. The student handbook, which includes academic, behavior, and safety policies, must be reviewed at home with parents.

Throughout the year, students are reminded of their responsibilities via the student bulletin, morning announcements, AB TV broadcasts, and personalized messages sent through the ParentSquare system.

To manage student movement during class periods and minimize missed instructional time, the Five Star system has been implemented. Student tardies are monitored throughout the day and addressed cumulatively by teachers and site administrators.

STUDENT RECOGNITION

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. At the end of each semester, the school sponsors an Awards Celebration to recognize and present silver, and gold medals for GPA-based academic achievements. Students also received recognition from their teachers and staff through Five Star Points. The students are able to use their points earned to purchase items from the PBIS store as well. Lastly, teachers are able to select students for Student of the Month and students are allowed to nominate teachers for IMPACT awards.

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 Mountain Valley League. The performing arts department offers dance programs in modern dance, drama, band, orchestra, drumline, color guard, and competitive dance. 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 <http://www.fusd.net/abmiller>