

# KAISER HIGH SCHOOL

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## 2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 2006 and school facilities information was acquired in June 2007.

### Principal's Message

The purpose of the School Accountability Report Card is to provide parents and the community with information about Kaiser High School's instructional programs, academic achievements, materials and facilities, and staff. Parents and our community are crucial to the success of our school and our students. With that in mind, the faculty and staff at Kaiser High School is committed to making sure that our students become successful and responsible citizens. We believe if we provide our students with a positive learning environment where everything we do and every decision we make is student-centered, anything can and will be possible for the future success of our Kaiser students. But it takes a group effort to lead our students in the right direction. Together we can stress our commitment to provide a sound educational environment that supports all students. To make this happen we must keep the lines of communication open and welcome any suggestions, comments, or questions you may have. Thanks for being part of the extended Kaiser Cat Family.

### Parent Involvement

Parents are encouraged to get involved in Kaiser High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. School staff invite parents to assist with security and supervision of dances, sports programs, school events, and drama activities. Back to School Night, Open House, banquets, the Book Club (for parents), booster clubs, and orientation meetings provide

opportunities for parents to interact with school staff while supporting their child's interests and efforts. The School Site Council, English Language Advisory Council, Community Advisory Panel, and Principal's Parent Advisory Committee provide opportunities for parents to have input on curricular programs and the school budget.

School-to-home communication takes place in a variety of formats. Kaiser High's monthly newsletter includes a message from the principal and addresses important announcements, test schedules, counseling information, safety issues, and helpful tips on high school-related topics. ConnectEd 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 marquee is updated daily with upcoming events information, student recognition announcements, and general reminders. The Kaiser High website and Kaiser High counselor's website are valuable resources of general and detailed information that parents will find helpful. Parents seeking more information or who want to be an active member in the learning community may contact Maureen Kachaenchai at (909) 357-5900.

### School Profile

During the 2005-06 school year, Kaiser High School enrolled 2,661 students in ninth through twelve grade on a traditional school year calendar. Dedicated administrators, teachers, and school staff are committed to providing a safe, positive, and enjoyable environment that everyone wants to be a part of. The "Kaiser Cats" are known throughout the San Bernardino Valley

### 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.

for setting high expectations of parents, staff, and students and excelling in both academics and athletics year after year.

## Student Achievement

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

### District Benchmark Assessments

These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Kaiser High provided individualized intervention programs for those students not meeting grade level proficiency standards.

#### District-Administered Assessments Percentage of Students Scoring at Proficient and Advanced Levels

2003-04				
Grade	9	10	11	12
Reading	20%	16%	27%	34%
Math	19%	18%	17%	22%
Writing	24%	41%	41%	46%
2004-05				
Grade	9	10	11	12
Reading	20%	20%	28%	45%
Math	14%	14%	19%	18%
Writing	28%	34%	34%	54%
2005-06				
Grade	9	10	11	12
Reading	44%	41%	51%	60%
Math	10%	8%	10%	16%
Writing	25%	29%	36%	47%

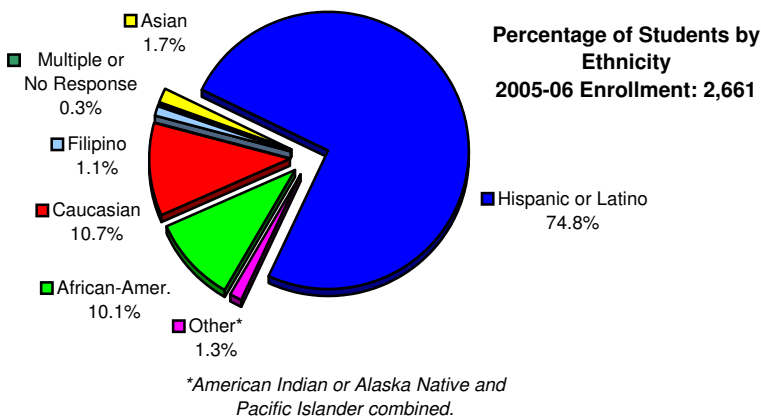
### California English Language Development Test

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

### Standardized State Assessments

Students at Kaiser High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Apenda 3 (as of 2005-06), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.



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

	Kaiser HS			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	35			29	27	28	43	41	42
Math	41			39	41	39	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

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

	Kaiser HS			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	23	30	29	20	25	28	36	40	42
Math	7	7	6	23	26	27	34	38	40
Science	8	9	15	9	11	18	25	27	35
History	21	22	20	16	18	17	29	32	33

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

#### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Kaiser HS						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	23	22	38	*	26	*	52
Math	3	7	21	*	6	*	10
Science	11	*	15	*	14	*	30
History	15	0	36	*	18	*	33

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

#### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Kaiser HS					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	26	32	7	26	6	*
Math	7	6	4	6	4	*
Science	17	13	6	14	2	*
History	20	20	5	19	0	*

### Academic Performance Index (API) Three-Year Performance Comparison

	API Rank		
	03-04	05-05	05-06
Statewide Rank	1	4	3
Similar Schools Rank	1	9	5

Results	2006 API Score	Increase/Decrease in API		
		03-04	05-05	05-06
Schoolwide - All Students	659	15	28	0
Ethnic Subgroups				
African-Amer.	603	23	35	-20
Hispanic or Latino	652	11	31	3
Caucasian	723	28	17	-1
Other Subgroups				
Economically Disadvantaged	647	28	11	-9
English Learners	619	**	**	8
Students with Disabilities	434	**	**	-56

*\*\*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

### CAT/6

The CAT/6 is a standardized norm referenced test, which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. Beginning in the 2005-06 school year, only students in grades three and seven are tested. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov/>.

### California Standards Tests (CST)

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

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

### Physical Fitness

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

Upon completion of the 2005-06 fitness exam, 30.1% of ninth grade students were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### California High School Exit Exam

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

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 78% of Kaiser High School's tenth grade students who took the test passed the math portion of the exam and 77% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to data collection schedules for high school completion data, information will not be available until next year's reporting cycle. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

### Academic Performance Index

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

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

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

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

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from

racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

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

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Kaiser High met all 2006 AYP criteria.

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

### Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Kaiser HS	FUSD
Overall School Results	Yes	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 22.5%		
Math	Yes	Yes
2005-06 Target Rate - 20.9%		
API Score	Yes	Yes
590 or Increase API by 1 Point		
Graduation Rate	Yes	No
2005-06 Target Rate - 82.9% or +.1% one year change or +.2% two-year average change		

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving

students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Kaiser High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Title I Program Improvement (PI) Status		
	Kaiser HS	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-2007
Year in PI	N/A	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		9
Percent of Schools Currently Identified for PI		22.0

## School Facilities & Safety

Kaiser High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1999; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1999
Acreage	40.45 ac
Square Footage	249,144 sf
	<b>Qty.</b>
# of Permanent Classrooms	100
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
Gymnasium	1
Career Center	1
Workability Room	1
Special Education Classes	11
Teacher Work Room	1
Teacher Lunch Room	1
Severely Handicapped Unit	1
Physical Therapy Unit	1
Kaiser High Public Library	1
Computer Lab	6
Multipurpose Room	1

### 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. As students arrive each morning and depart in the afternoon, five campus security officers are stationed at the entrance gates, one school police officer directs traffic flow, and all administrators are circulating around the campus monitoring student activities. During lunch the custodian and one noon aide supervise the cafeteria while the campus security officers and administrators patrol common areas of the campus supervising student activities. At the beginning of each class period, campus security officers sweep campus areas and restrooms for students who should be in their classes. All administrators, security staff, and custodians carry handheld radios for effective routine and emergency communications. Kaiser High is a

School Site Inspection		
Most Recent Inspection: September 11, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Campus-wide - Braille signage missing at numerous doors throughout campus.
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	No	Auto Shop - used oil drums not stored in spill basin (storage containers have been ordered).
Structural Damage	No	K98, K100, K110, K111, and K114 - downspout gutters missing.
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Choral Room - extension cords used in lieu of power strips/surge protectors. Library - 18 sets of lights not working in reading area.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms*	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	Yes	

\*100% of restrooms functioning properly during 2005-06.

Deficiencies notes in school inspection report were corrected immediately by the district's maintenance department.

closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. 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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession 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 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.

One full-time day custodian and ten full-time evening custodians are assigned to Kaiser 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, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by security officers, the school police officer, and administrators to ensure the campus remains safe while instruction is in progress. Restrooms are checked at the beginning of each class period by the campus security officers and custodian as part of the campus sweep. The custodian is notified if restrooms need cleaning or restocking. The principal, campus security officers, and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Kaiser High School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 11, 2006. Deficiencies notes in school inspection report were corrected immediately by the district's maintenance department.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2005-06 school year, Kaiser High did not receive or require deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Kaiser High are guided by school rules and behavioral expectations established by the Fontana Unified School District and

which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Students are motivated to understand the importance of good decision-making, coping with and learning from their mistakes, and developing a positive thought process to make better choices when faced with challenging situations.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the administration office. Administrators take into consideration the referred student's past behavioral trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair, firm, and consistent manner.

Suspensions & Expulsions			
	Kaiser HS		
	03-04	04-05	05-06
Suspensions (#)	380	431	575
Suspensions (%)	14.86%	16.55%	21.61%
Expulsions (#)	20	41	32
Expulsions (%)	0.78%	1.57%	1.20%

	FUSD High Schools		
	03-04	04-05	05-06
Suspensions (#)	2107	2397	2863
Suspensions (%)	18.92%	20.56%	23.58%
Expulsions (#)	157	208	166
Expulsions (%)	1.41%	1.78%	1.37%

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

As students travel between classes, Kaiser High school plays different types of music over the outside intercom system to promote a fun, motivational environment. During the school day, Kaiser High sponsors a daily TV broadcast to share announcements and important news with students. Included in the daily broadcast, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day. These thought-provoking messages are designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Each student is given a student handbook which contains district policies, school rules, and behavioral expectations. Students are expected to carry the handbook at all times and are asked by school staff to refer to the handbook when addressing behavioral issues. At the beginning of the school year, students and parents are required to sign and return the handbook's acknowledgement page to confirm receipt and review of the Kaiser High handbook. During the first few weeks of school, teachers review components of the student handbook in class. As part of the orientation process, all ninth grade students are required to attend a behavior assembly.

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. Approximately 33% of the "Kaiser Cats" student body earn Renaissance privileges. Students maintaining perfect attendance are honored and presented special awards at the end of each month.

Once a week, the Kaiser High School Leadership Team nominates one student for Scholar of the Week recognition for their academic accomplishments. Each student's name and personal achievements are published in the local *San Bernardino Sun* newspaper.

Kaiser High's Student of the Month program is sponsored by the local community's Fontana Exchange Club. Once a month, one of the school's departments identifies one student who has demonstrated outstanding achievement in their specific content area. At the end of the month, the selected student's name is highlighted on the school marquee and announced in a daily broadcast. At the end of the school year, all students earning Student of the Month (10 total - one per department) are invited to a luncheon hosted by the Fontana Exchange Club and presented with a special scholarship.

In October of each year, seniors in the top 1% of their class in academic standing are awarded four-year scholarships to the California State University of San Bernardino. Selection is based upon a student's academic performance during their freshman, sophomore, and junior years.

The Senior Awards program at the end of the school year honors all scholarship award recipients and individual accomplishments.

### Extracurricular Activities

Kaiser High offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. Approximately 50% of the students participate in one or more of the high school's extracurricular activities programs. Athletics programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls. School-sponsored clubs are centered around a variety of student interests. For detailed information about Kaiser High's extracurricular programs, please visit the school's website at [www.fUSD.net/schools/HighSchool/Kaiser/index.stm](http://www.fUSD.net/schools/HighSchool/Kaiser/index.stm) and [www.kaiserhigh.com](http://www.kaiserhigh.com).

### Dropouts

Kaiser High School had 47 dropouts recorded for the 2004-05 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, home visits by the community liaison, School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools.

Dropout & Graduation Rates			
	Kaiser HS		
	02-03	03-04	04-05
Dropout Rate (%)	1.4	2.4	1.8
Graduation Rate (%)	91.2	89.3	86.6

	FUSD		
	02-03	03-04	04-05
Dropout Rate (%)	3.6	7.3	4.9
Graduation Rate (%)	84.8	82.3	76.2

	California		
	02-03	03-04	04-05
Dropout Rate (%)	3.2	3.3	3.1
Graduation Rate (%)	86.7	85.3	84.9

*2004-05 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.*

### Instructional Time

During the 2005-06 school year, Kaiser High offered 180 days of instruction comprised of 156 regular days, 10 minimum days, and 14 Kaiser Days (shortened school days). School staff utilize

minimum days for final exams and state testing. Kaiser Days were used for staff development (50%) and staff collaboration between and among departments (50%).

All instructional minutes offered at Kaiser High during the 2005-06 school year exceeded state requirements specified in the California Education Code. The state requires high school students to receive 64,800 minutes of instruction; Kaiser High offered a total of 65,068 minutes of instruction for the 2005-06 school year for all grade levels.

### Class Size & Teaching Load

Kaiser High maintained a schoolwide average class size of 30.9 students for the 2005-06 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2003-04		
		Number of Classrooms		
		1-20	21-32	33+
English	32.4	7	22	55
Math	33.5		21	39
Science	33.6	3	8	39
Social Science	33.7	1	10	39

Subject	Avg. Class Size	2004-05		
		Number of Classrooms		
		1-20	21-32	33+
English	31.9	4	33	52
Math	33.2	2	16	48
Science	31.5	2	12	30
Social Science	32.1	2	18	33

Subject	Avg. Class Size	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	31.1	7	41	45
Math	32.2	5	17	45
Science	32.8	3	15	33
Social Science	32.0	3	15	35

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided by the district during the 2005-06 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Shining Star Adoption Training

Kaiser High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2005-06 school year, Kaiser High held three staff development days that featured:

- Edusoft Training
- Differentiated Instruction - Reading in Content

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### School Leadership

Kaiser High's principal, Mr. Victor Uribe, works closely with the assistant principals and the leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is supported by four assistant principals; each responsible for designated areas of school operations:

- Maureen Kachaenchai, AP - School Plan, Special Education, and Categorical Budgets
- George Matamala, AP - Student Discipline and School Safety
- Roberto Santiago, AP - Master Schedule and Attendance
- Richard Valencia, AP - School Facilities and School Spirit

Principal Uribe has been with the Fontana Unified School District for 19 years, principal of Kaiser High since May 2005, and in the educational field for over 22 years. Prior to joining the Fontana Unified School District, Mr. Uribe served as a teacher and middle school administrator for various schools. Principal Uribe's professional certification include a master's degree in educational administration, a bachelor's degree in liberal arts, a second bachelor's degree in Spanish, Tier I and Tier II administrative credentials, and a Clear Professional Administrative Credential.

Supporting the principal in the decision-making process is the school leadership team, comprised of the principal, assistant principals, and department chairs. The leadership team meets once a week and is responsible for oversight of curricular issues, facilities maintenance, schoolwide operations, the school budget, collaborative problem-solving, and staff development. Department chairs and the counselor are a liaison between the leadership team and school staff.

### Instructional Materials

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

On September 29, 2006, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science,

history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grades 9-12)	
Publisher	Year Adopted
<b>Language Arts</b>	
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	2003
Hampton Brown; <i>High Point</i>	
<b>Math</b>	
Prentice Hall; <i>Algebra I</i>	2001
Prentice Hall; <i>Geometry: Tools for A Changing World</i>	2001
McDougal Littell; <i>Geometry: Applying, Reasoning, Measuring</i>	2001
McDougal Littell; <i>Algebra II</i>	2002
Houghton Mifflin; <i>Calculus of a Single Variable</i>	2002
Houghton Mifflin; <i>Precalculus</i>	2002
<b>Science</b>	
Glencoe; <i>Earth Science</i>	2001
Prentice Hall; <i>Biology</i>	2001
Prentice Hall; <i>Addison-Wesley Chemistry</i>	2001
Glencoe; <i>Physicals: Principals and Problems</i>	2001
<b>Social Science</b>	
McDougal Littell; <i>World Geography</i>	2006
Teachers Curriculum Institute; <i>Geography Alive</i>	2006
McDougal Littell; <i>Modern World History</i>	2006
McDougal Littell; <i>The Americans</i>	2006
Prentice Hall; <i>Economics</i>	2006
Prentice Hall; <i>Magruder's American</i>	2001
McDougal Littell; <i>The Earth and its People</i>	2005
McDougal Littell; <i>The American Pageant</i>	2006
Glencoe-McGraw Hill; <i>Economics</i>	2005
Prentice Hall; <i>The Western Heritage</i>	2006

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Kaiser High structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by 9 special day class teachers and 11 special education aides who provide full-day instruction in special day classes; 4 resource specialist teachers work with students in their class and in the general education classroom. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. EL students receive instruction based on their level of understanding the English language. Some students may be enrolled in an English Language Development (ELD) course in place of an elective and as a supplement to their regular language arts class. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. State-

approved ELD instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Kaiser High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

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

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

- Tutoring: teachers are available for individual tutoring in areas of need. Parents are automatically notified if their student did not pass the CAHSEE exam and encouraged to schedule tutoring sessions.
- Saturday School: at least once a month, Kaiser High holds a four-hour instructional session for 1) students who are making up for lost class time (absences, poor behavior) and 2) for CAHSEE preparation or remediation.
- Cafe Math - voluntary before-school program (7:00 a.m. - 7:20 a.m.) for students who need assistance in math for general coursework or CAHSEE preparation.
- Math Topics/English Topics: elective courses focused on math and language arts enrichment in basic skills and subject matter. Students may voluntarily enroll as a proactive step in preparing for the CAHSEE exam and future coursework.

## College Preparation & Work Readiness

### College Preparation Courses

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

Enrollment In and Completion of UC/CSU-Required Courses 2004-05*	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	63.2
Graduates Who Completed All Courses Required for UC/CSU Admission	20.6

\*Most current data available.

### Advanced Placement

In 2005-06, Kaiser High offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the AP Exams qualify for college credit at most of the nation's colleges. Advanced Placement preparation workshops are offered on designated weekends and after-school.

### Advanced Placement Courses Offered & Student Participation 2005-06

	No. of	
	Courses Offered	% of Students in AP Courses
English	2	6.61%
Foreign Language	1	4.74%
Math	1	1.50%
Science	4	3.16%
Social Science	5	17.66%
All Courses	13	33.67%

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

### SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development; the scoring range is 200-800.

#### SAT Reasoning Test\*\*

	Kaiser HS		
	03-04	04-05	05-06
Test Takers (%)	28.8	31.5	38.6
Average Verbal Score	449	437	440
Average Math Score	472	456	448
Average Writing Score*	N/A	N/A	446

\*2005-06 is the first year that the exam included a writing portion and score.

\*\*Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>.

### Workforce Preparation

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

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

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

### Career Technical Advisory Committees 2005-06

Advisory Committee Representative	Industry
Giovanni Caceres	A+ Certification
Linda Williams	Childcare Occupations
Chris Mitchell	Computer Aided Drafting & Design
Giovanni Caceres	Computer Security
Maria Boucher	EKG Monitor Technician
Maria Boucher	Medical Asst - Front/Back Office
Maria Boucher	Medical Terminology
Cheryl Harris	Product Prep. & Assembly
Pam Tuttle	Sales & Merchandising
JoAnne Wagner	Teacher Aide
Chad Barron	Warehouse & Distributive Occupations

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

### Career Technical Education (CTE) Program Participation 2005-06

Total Number of Students Participating in CTE Programs	1185
Percentage of Students Completing CTE Program and Earning a High School Diploma	94.37%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

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

## Professional Staff

### Teacher Assignment

For the 2005-06 school year, Kaiser High employed 101 teachers who met all credential requirements in accordance with state guidelines.

### Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer

### Teacher Credentials & Assignments

	Kaiser HS			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	105	112	110	1780	1911	1823
Teachers with Full Credential	95	97	101	1635	1771	1723
Teachers without Full Credential	10	15	9	155	140	100
Teachers in Alternative Routes to Certification	3	14	7	63	168	91
Pre-Internship	4	1	0	47	9	0
Teachers with Emergency Permits	4	2	3	56	34	33
Teachers with Waivers	0	1	0	0	2	0
Teachers Teaching Outside Subject Area	7	7	4	35	60	34
Teacher Misassignments - Total	**	1	23	**	73	392
Other Misassignments of Certificated Staff	1	0	0	45	15	13
Teacher Misassignments for English Learners	136*	1	23	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

\*Represents total class periods where teachers were misassigned.

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

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Kaiser HS	85.6	14.4
District Totals		
All School	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels 2005-06

	Kaiser HS	FUSD
	%	%
Doctorate	2.7	1.4
Master's Degree plus 30 or more semester hours	40.9	35.1
Master's Degree	1.8	0.3
Bachelor's Degree plus 30 or more semester hours	40.0	50.8
Bachelor's Degree	12.7	11.0
Less than a Bachelor's Degree	1.8	1.3

Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

### Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Kaiser High has difficulty in obtaining qualified substitute teachers from the district's pool. Kaiser High School's three resident substitutes check in each morning at the school office and are available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Kaiser High School's teachers coordinate efforts to cover the absent teacher's class during their prep periods. On rare occasions, classes may be divided and students placed in another class or the school administrators will cover the absent teacher's classes.

### Counseling & Support Services Staff

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

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of Staff	FTE
Counselor	6	6.0
Psychologist	1	1.0
School Nurse	1	1.0
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.2

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

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

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

#### Current Expense of Education per Pupil 2004-05

Expenditures Per Pupil	Dollars Spent per Student				
	Kaiser HS	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,617	\$7,114	79.0%	N/A	N/A
Restricted (Supplemental)	\$742	\$2,311	32.1%	N/A	N/A
Unrestricted (Basic)	\$4,875	\$4,803	101.5%	\$4,743	102.8%
Average Teacher Salary	\$57,419	\$54,086	106.2%	\$57,560	99.8%

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

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