

KAISER HIGH SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades 9-12
Victor Uribe, Principal
11155 Almond Avenue
Fontana, CA 92337
(909) 357-5900
FAX (909) 357-5997

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

Board of Education

Kathleen Binks
Gus Hawthorn
Laura Abernathy-Mancha
Barbara L. Chavez
Julie A. Ramos

District Administration

Cali L. Olsen-Binks
Superintendent

Richard A. Stedry, Ed.D.
Deputy Superintendent
Division of Business Services

Oscar Dueñas
Interim Associate Superintendent
Division of Instructional Services

Yolanda Mendoza
Associate Superintendent
Division of Human Resources

Linda Del Giudice, Ed.D.
Assistant Superintendent

Contents

Principal's Message
District Goals
Parent Involvement
School Profile
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
San Bernardino County Williams Inspection Results
District Expenditures
SARC Data & Internet Access

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 August 2008 and school facilities information was acquired in September 2008.

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, 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 is provided in both English and Spanish. Kaiser High's newsletter is issued every three months and includes a message from the principal, addresses important announcements, test schedules, counseling information, safety issues, and helpful tips on high school-related topics. TeleParent is an automated phone system used by teachers to send phone messages to parents about their student's progress or behavior at school, or to make a general announcement in 21 different languages. The school marquee is updated daily with upcoming events information, student recognition announcements, and general reminders. The Kaiser High website (updated weekly) and Kaiser High's 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 Vass at (909) 357-5900.

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.

School Profile

During the 2007-08 school year, Kaiser High School enrolled 2,563 students in ninth through twelfth grade on a traditional school year calendar, including 10.93% in special education, 20.3% qualifying for English learner support, and 44% qualifying for free or reduced price lunch. 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 for setting high expectations of parents, staff, and students and excelling in both academics and athletics year after year.

Percentage of Students by Ethnicity

2007-08 Enrollment: 2,563

African-Amer.	8.7%
Amer. Indian or Alaskan Native	0.9%
Caucasian	8.9%
Asian	1.8%
Filipino	1.3%
Hispanic or Latino	77.6%
Pacific Islander	0.5%
Multiple or No Response	0.5%

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.

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 School 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 a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <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 2007-08 fitness exam, 46.1% 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/p/f/>.

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.

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

	California Standards Test Results								
	All Students								
	Percentage of Students Scoring at Proficient & Advanced Levels								
	Kaiser High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	29	32	34	28	30	34	42	43	46
Math	6	10	10	27	27	30	40	40	43
Science	15	19	25	18	23	31	35	38	46
History	20	19	22	17	17	19	33	33	36

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

	California Standards Test Results						
	Numerically Significant Ethnic Subgroups						
	Percentage of Students Scoring at Proficient & Advanced Levels						
	2007-08						
	Kaiser High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	33	19	44	46	31	*	55
Math	8	12	14	27	8	*	15
Science	22	*	*	*	22	*	38
History	20	*	33	44	20	*	35

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

	California Standards Test Results					
	Other Numerically Significant Subgroups					
	Percentage of Students Scoring at Proficient & Advanced Levels					
	2007-08					
	Kaiser High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	31	37	6	32	1	
Math	11	8	1	9	1	
Science	30	19	4	22	5	
History	25	19	5			

**California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Kaiser High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	41.4	35.6	51.1	38.7	33.6	48.6	45.6	42.3	52.9
Math	38.0	31.4	46.8	45.5	38.0	49.9	41.6	40.5	51.3

Three levels of performance are set: *Advanced, Proficient, and Not Proficient*. A score of *proficient* is different than the *passing score* for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

**California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	54.4	40.3	5.3	58.4	28.5	13.0
Male	59.8	36.2	4.0	55.6	31.3	13.1
Female	48.7	44.6	6.7	61.4	25.6	13.0
African American	48.6	45.7	5.7	52.8	36.1	11.1
Hispanic or Latino	57.6	38.0	4.3	61.2	27.4	11.4
Caucasian	35.3	54.9	9.8	47.2	34.0	18.9
English Learners	72.6	25.3	2.1	74.1	20.9	5.0
Economically Disadvantaged	59.1	38.1	2.8	63.8	25.6	10.5
Students with Disabilities	98.6	1.4	0.0	97.3	2.7	0.0

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		4	3	3
Similar Schools Rank		7	5	5

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	666	0	11	5
Ethnic Subgroups				
African-Amer.	665	-20	61	10
Hispanic or Latino	657	3	8	6
Caucasian	721	-1	7	-1
Other Subgroups				
Economically Disadvantaged	656	-9	6	13
English Learners	598	8	0	-10
Students with Disabilities	463	-56	25	-4

the test during their sophomore, junior, and senior years; 76% of Kaiser High's tenth grade students who took the test passed the math portion of the exam and 76% passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at 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; 33.4% of high school students must be proficient in language arts and 32.2% must be proficient in math.
- At least 95% of students must take state standardized tests.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Kaiser High	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

• Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

• Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report (page 3) illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Kaiser High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements.

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 may transfer to a non-PI school within their district. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Title I Program Improvement (PI) Status		
	Kaiser High	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

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.

2007-08 Campus Improvement Projects:

- Cleared campus of trash
- Repaired items immediately

2008-09 Campus Improvement Projects:

- Remove gum from walkways
- Obtain shade structures for students

Campus Description		Qty.
Year Built		1999
Acreage		40.45 ac
Square Footage		249,144 sf
# of Permanent Classrooms		100
# of Portable Classrooms		18
# of Restrooms (student use)		4 sets
Gymnasium		1
Career Center		1
Workability Room		1
Special Education Classes		11
Teacher Lunch Room		1
Teacher Work 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 the brunch period, student supervision is shared among teachers, school secretaries, administrators, campus security officers, and custodians. 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 hand-held radios for effective routine and emergency communications. Kaiser High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in fall 2007. 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.

Two full-time day custodians 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.

District Inspection Results

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 March 27, 2008. During the 2007-08 school year, 100% of restrooms were fully operational and available for student use at all times.

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 2007-08 school year, Kaiser High received \$36,396 in deferred maintenance funds which were used for electrical and flooring projects throughout the campus.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection:				
March 27, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			K113, K98, F208: Repair loose door lock. K112, C201, F125, I-113, G130, G121, G209: Paint entry door. L102: Replace broken panic hardware on inside of door. K101: Repair loose door lock. F205: Repair bent dust guard on bottom of door. G101: Replace cracked Plexiglas on entry gate to play area.
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms A119, A142, A202, Varsity lockers, Exam Room 3, B102 MPR, D121, E111, F208: Replace stained ceiling tiles. Room A119, PE Women Coaches' Office, B132, D111, D119, D122, E116, F205, F206, F208, I-118: Clean stained light diffuser. Portable Boys' RR: Paint modesty partitions. New portable Boys' RR: Repair holes in walls. K98: Replace carpet. B101: Replace ceiling tile with a hole in it. B104 Stage: Repair damaged corner of stage walls. C215: Patch and paint wall by southeast door. G123: Repair base coving. Paint room.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			K100: Paint ramp with nonskid surface coating.
Fire Safety	✓			J - Snack bar: Inspect fire extinguisher and replace out-dated tag.
Electrical (interior and exterior)	✓			Restroom: Repair electric hand dryer. K103, K113, C206: Replace cracked light switch cover plate. K110, Portable Boys' RR: Replace broken cover plate on electric outlet. New Portable Staff Restroom N: Repair fan cover hanging down from the ceiling. K101, F202: Replace ballast. B101: Replace missing cover plate on light control switch. F201 Replace cracked light switch cover plate.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms A119, A142, A202, Exam Room 3, B102 MPR, D121, E111, F208: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

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.

During the second period class time, Kaiser High sponsors a daily TV broadcast to share announcements and important news with students. Before school, during lunch and brunch periods, and as students travel between classes, Kaiser High school plays different types of music over the outside intercom system to promote a fun, motivational environment. The principal also uses this time to deliver positive messages and words of wisdom to set a positive tone among students throughout 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; the handbook contains district policies, school rules, and behavioral expectations. Students are expected to carry the

handbook at all times, be ready and prepared for learning, and are asked by school staff to refer to the handbook when addressing behavioral issues and to locate hall passes. 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.

Suspensions & Expulsions			
	Kaiser High		
	05-06	06-07	07-08
Suspensions (#)	498	299	278
Suspensions (%)	18.71%	11.27%	10.86%
Expulsions (#)	33	13	19
Expulsions (%)	1.24%	0.49%	0.74%

FUSD High Schools			
	High Schools		
	05-06	06-07	07-08
Suspensions (#)	1666	1148	2156
Suspensions (%)	21.30%	12.84%	17.00%
Expulsions (#)	109	110	150
Expulsions (%)	1.39%	1.23%	1.18%

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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Renaissance assemblies are held twice a year 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.

The Kaiser High School Leadership Team nominates one student for Scholar of the Week and one student for Athletic Student of the Week recognition for their accomplishments. Each student's name and personal achievements are published in the local *San Bernardino Sun* newspaper. 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. Athletic 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 and www.kaiserhigh.com.

Class Size & Teaching Load

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	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	30.6	8	47	45
Math	31.8	7	17	45
Science	32.0	5	17	33
Social Science	31.2	8	20	42
2006-07				
English	30.5	9	44	43
Math	31.2	8	23	42
Science	31.4	7	19	38
Social Science	30.7	8	29	34
2007-08				
English	30.1	7	54	34
Math	29.8	8	33	36
Science	32.1	2	22	37
Social Science	30.3	3	39	29

Dropouts

Kaiser High School had 54 dropouts recorded for the 2006-07 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, referral to the School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools. When necessary teachers, the resource officer, and/or home liaison will make home visits to investigate causes for non-attendance.

In the following Dropout & Graduation Rates table, 2006-07 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
Kaiser High			
	04-05	05-06	06-07
Dropout Rate (%)	1.2	1.1	2.5
Graduation Rate (%)	89.3	86.6	91.6
FUSD			
	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.8	6.2
Graduation Rate (%)	82.3	77.6	78.9
California			
	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.5	4.4
Graduation Rate (%)	85.0	83.0	97.3

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2006-07**		
Kaiser High	FUSD	California
86.5%	73.2%	80.5%

Graduation Rate Formula:
of Graduates divided by CBEDS 12th Grade Enrollment

*The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.
**Most current information available.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. 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 2007-08 school year, Kaiser High held three staff development days which focused on Professional Learning Communities and Improving Classroom Instruction.

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

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.

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 August 6, 2008, 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. 08-46 which certifies as required by Education Code §60119, that (1) 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

District Adopted Textbooks (Grades 9-12)	
Publisher	Year Adopted
Language Arts	
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	2003
Hampton Brown; <i>Shining Star</i>	2004
Math	
Prentice Hall; <i>Algebra I</i>	2008
Prentice Hall; <i>Geometry: Tools for A Changing World</i>	2008
McDougal Littell; <i>Geometry: Applying, Reasoning, Measuring</i>	2008
McDougal Littell; <i>Algebra II</i>	2008
Science	
Glencoe; <i>Earth Science</i>	2007
Pearson/Prentice Hall; <i>California Biology</i>	2007
Glencoe; <i>Chemistry: Matter and Change</i>	2007
Holt; <i>Earth Science</i>	2007
Pearson/Benjamin-Cummings; <i>Human Anatomy & Physiology</i>	2007
Social Science	
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>	2006

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 table in this report 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 2006-07*	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	67.7
Graduates Who Completed All Courses Required for UC/CSU Admission	36.2

*Most current data available.

Admission Requirements

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

Advanced Placement Courses Offered & Student Participation 2007-08		
	No. of Courses Offered	% of Students in AP Courses
English	2	8.47%
Foreign Language	2	5.50%
Mathematics	1	2.15%
Science	3	3.00%
Social Science	5	8.12%
All Courses	13	27.23%

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Advanced Placement

In 2007-08, 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.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced to career technical education programs at Kaiser High, regional occupational programs, and workability programs. Career education courses comply with state-adopted Career Technical Education and academic standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

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

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of 34 different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

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

Regional Occupational Program 2007-08	
On-Campus Regional Occupational Programs	
A+ Certification	Medical Asst - Back Office
Childcare Occupations	Medical Asst - Front Office
Computer Security	Medical Terminology
EKG Monitor Technician	Product Prep. & Assembly
Fire Technology	Website Design
Teacher Aide	
Careers in Marketing Education & Retail Sales	
Computer Aided Drafting & Design	
Fundamentals of Law Enforcement	
Office Operations & Tech. Ph. I: Clerical	
Career Technical Education Courses	
Business Education - Office	Diversified Occupations
Consumer Home Economics	Power, Energy & Transportation
Visual Communications, Graphics	Technology

Career Technical Education (CTE) Program Participation 2006-07**	
Total Number of Students Participating in CTE Programs	4,970
Percentage of Students Completing CTE Program and Earning a High School Diploma	66.61%
CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	139*
*Articulation agreements with: Chaffey Community College - 91 Courses San Bernardino Valley College - 25 Courses Victor Valley College - 23 Courses	
** Most current data available.	

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

Professional Staff

Teacher Assignment

For the 2007-08 school year, Kaiser High employed 100 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table on page 7 which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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 Intervention Team (SIT) 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 SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	8	8.0
Psychologist	1	1.0
School Nurse	1	1.0
Health Assistant	1	1.0
Adaptive PE Specialist	1	1.0
Adaptive PE Aide	1	1.0
LSH	1	1.0

FTE = Full-Time Equivalent
Counselor-to-Student Ratio = 1:320
LSH = Language/Speech/Hearing

	Teacher Credentials & Assignments							
	Kaiser High				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	110	109	112		1823	1885	1869	
Teachers with Full Credential	101	99	100		1723	1802	1764	
Teachers without Full Credential	9	10	12		100	83	1793	
Teachers in Alternative Routes to Certification	7	8	13		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	3	2	8		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	11	13	13		34	33	32	
Teacher Misassignments - Total	23	31	4	3	392	270	41	24
Other Misassignments of Certificated Staff	0	0	1	0	13	0	9	3
Teacher Misassignments for English Learners	23	31	3	3	379	270	32	21
Teacher Vacancies	0	0	0	1	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Kaiser High	91.3	8.7
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2007-08	
	Kaiser High	FUSD
	%	%
Doctorate	1.8	1.5
Master's Degree plus 30 or more semester hours	34.8	34.6
Master's Degree	1.8	1.1
Bachelor's Degree plus 30 or more semester hours	41.1	49.2
Bachelor's Degree	17.9	11.3
Less than a Bachelor's Degree	2.7	2.2

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 5, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise indicated, deficiencies noted during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Gymnasium	Windows/Doors/Gates/Fences	Entry door will not open	No work order, completed during visit
Room K-102	Interior Surfaces	Carpet stained and dirty	WO#66443 completed 10/22/08
Gymnasium	Electrical	Two emergency light bulbs not working	WO#66430 completed 9/11/08
Room K-100	Electrical	Two sets of light bulbs not working, TV not secured to cared (remedied)	WO#66441 completed 9/18/08
Library	Electrical	Two sets of high light bulbs not working, two sets of low light bulbs not working, light out in children's area	WO#66432 completed 11/25/08
Weight Room	Electrical	One set of lights out	WO#66428 completed 10/17/08
Common Areas D & E	Drinking Fountains	Drinking fountain low water pressure	WO#66052 completed 9/8/08
Gymnasium	Overall Cleanliness	Graffiti on women's restroom mirror	WO#66431 completed 9/11/08

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Kaiser High	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,686	\$7,893	72.0%	N/A	N/A
Restricted (Supplemental)	\$708	\$2,383	29.7%	N/A	N/A
Unrestricted (Basic)	\$4,977	\$5,510	90.3%	\$5,300	93.9%
Average Teacher Salary	\$60,956	\$64,747	94.1%	\$65,008	93.8%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention

- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Kaiser High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Kaiser High School's SARC and access the Internet at any of the county's public libraries. The closest library to Kaiser High School is the Kaiser High School Public Library, located at 11155 Almond Avenue, Fontana.

Kaiser High School Public Library
(909) 357-5900

Hours: Sunday - Closed
Monday-Thursday 3 PM - 8 PM
Friday - Closed
Saturday - 9 AM - 5 PM