

KAISER HIGH SCHOOL



Grades 9-12
 Terry Abernathy, Principal (2009-10)
 Victor Uribe, Principal (2008-09)
 11155 Almond Avenue
 Fontana, CA 92337
 (909) 357-5900 • FAX (909) 357-5997



2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue
 Fontana, CA 92335
 (909) 357-5000
 www.fusd.net

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

Contents

Principal's Message
 District Goals
 School Profile
 Parent Involvement
 Student Achievement
 School Facilities & Safety
 Classroom Environment
 Curriculum & Instruction
 College Readiness & Workforce Preparation
 Professional Staff
 SARC Data and Internet Access
 District Expenditures

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 9, 2009, and school facilities information was acquired on July 30, 2009.

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.

School Profile

During the 2008-09 school year, Kaiser High School enrolled 2,560 students in ninth through twelfth grade on a traditional school year calendar, including 10.5% receiving special education services, 18.4% qualifying for English learner support, and 60% enrolled in the free or reduced-price meal program. 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 2008-09 Enrollment 2,560

African-Amer.	8.4%
Amer. Indian or Alaskan Native	0.6%
Caucasian	9.3%
Asian	2.0%
Filipino	1.3%
Hispanic or Latino	77.4%
Pacific Islander	0.4%
Multiple or No Response	0.6%

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, monthly SLC Parent Nights (Smaller Learning Community) banquets, 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, booster clubs, and Principal's Parent Advisory Committee provide opportunities for parents to have input on curricular programs and the school budget. Parents seeking more information or who want to be an active member in the learning community may contact Dr. Maureen Vass, Assistant Principal, 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 News

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.

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Kaiser High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
California		
National		
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Kaiser High			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	32	34	37	30	34	38	43	46	50
Math	10	10	13	27	30	35	40	43	46
Science	19	25	29	23	31	33	38	46	50
History	19	22	26	17	19	25	33	36	41

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	Kaiser High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	37	29	57	57	34	*	57
Math	12	8	27	22	12	*	22
Science	21	*	33	*	28	*	47
History	17	27	42	62	25	*	38

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	Kaiser High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	34	41	9	34	7	
Math	13	13	4	12	6	
Science	35	23	7	28	10	
History	31	20	10	25	4	

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 the test during their sophomore, junior, and senior years; 73% of Kaiser High's tenth grade students who took the test in 2008-09 passed the math portion of the exam and 75% 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/.

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.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	21.3	33.7	37.5

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; 44.5% of high school students must be proficient in language arts and 43.5% 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 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 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		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California

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

	Kaiser High			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	38.7	45.6	46.0	33.6	42.3	39.2	48.6	52.9	52.0
Math	45.5	41.6	45.4	38.0	40.5	39.8	49.9	51.3	53.3

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 2008-09

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	54.0	26.7	19.4	54.6	33.1	12.4
Male	57.0	24.3	18.8	50.3	35.8	13.9
Female	50.7	29.3	20.0	59.3	30.0	10.7
African American	61.2	20.9	17.9	62.7	32.8	4.5
Hispanic or Latino	55.3	27.4	17.3	57.0	31.8	11.2
Caucasian	34.0	32.0	34.0	32.0	38.0	30.0
English Learners	73.5	20.9	5.7	71.6	24.6	3.8
Economically Disadvantaged	56.2	26.9	16.9	56.6	33.4	10.0
Students with Disabilities	95.6	2.9	1.5	97.1	1.4	1.4

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

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.

Academic Performance Index (API) Three-Year Performance Comparison

	2008 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Statewide Rank		3	3	3
Similar Schools Rank		5	5	5
Results				
Schoolwide - All Students	665	11	5	-1
Ethnic Subgroups				
African-Amer.	645	61	10	-20
Hispanic or Latino	656	8	6	-1
Caucasian	722	7	-1	1
Other Subgroups				
Economically Disadvantaged	657	6	13	1
English Learners	584	0	-11	-13
Students with Disabilities	418	25	-4	-45

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 2008-09, Kaiser High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements.

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 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2

The statistical information in this table reflects the PI status during the 2009-10 school year.

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/.

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.

2008-09 Campus Improvement Projects:

- Remove gum from walkways
- Obtain shade structures for students
- Opening of new stadium
- Installation of landscaping planters by school clubs

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, six campus security officers are stationed throughout the campus and all administrators circulate around the campus monitoring student activities. During the brunch period, student supervision is shared among teachers, school secretaries, administrators, campus security officers, a noon duty aide, and custodians. During lunch, the custodian and one noon aide supervise the cafeteria while 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 March 2009. 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.

Facilities Inspection

The district's maintenance department inspects facilities and operating systems at Kaiser High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on July 11, 2009. During the 2008-09 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Description	
Year Built	1999
Acreage	40.45 ac
Square Footage	249,144 sf
	Qty.
# of Permanent Classrooms	100
# of Portable Classrooms	18
# of Restrooms (student use)	4 sets
Sports Stadium	1
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

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: July 11, 2009			
Gas Leaks	✓		
Mechanical Systems	✓		J Snack bar: water leak under sink (WO# 82453). Rm F113: faucets loose and aerators plugged (WO# 82536). Rm I203, I201: faucets loose (WO# 82539). Rm K115, K114: door closer leaking (WO# 82456). Rm C201: paint entry door.
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		G123: repair base coving, paint room. G121: bullnose loose at risers.
Rm A119, A142, A153, A152, B105, C109, C126, C208, D101, D117, D120, E109, F203, G108, G109, G115, G116, G207, G208, G209, G135, G132, I113, I103, K105, K111, K110, K115, K113, B128/B129, A104 Principal, Gym Hallway, Snack Bar, PE Office, PE Women Coaches Office, Girls' Locker Room, Trainer's Room, PE Boys' Coaches Office, Boys' Locker Room, J Men RR, New Portable Girls' RR, B102 MPR, B104 Stage: lamps out. Rm A142, C214, F125, F108, F116, F114, F206, F207, F201, F202, G130, H115, G121, G209, G207: carpet repair (WO# 82428). Varsity Lockers: stained ceiling tiles, hole in south wall (WO# 82424, 82449). Field House NW Custodial, Field House NE Custodial: patch hole in ceiling (WO# 82531). Rm C215, Field House NE Snack Bar: soap dispenser leaking (WO# 82434, 82541). Rm K114: damaged cove base (WO# 82521). Rm K112: flat bar damaged (WO# 82522). Portable Boys' RR: toilet paper dispenser broken (WO# 82526). New Portable Boys' RR: linoleum repair (WO# 82527). Rm K100: broken ceiling tile (WO# 82424). K98: damaged ceiling tiles and T-bar grid (WO# 82424). Rm B105: ceiling tiles out of grid (WO# 82424). B132: clean stained ceiling light diffuser. Rm C204: carpet and reducer strip repair (WO# 82432). Rm C205: stained ceiling tiles (WO# 82424). Rm C206: wall damage by fire extinguisher (WO# 82436). Men RR: paint ceiling, ceramic tile broken by first stall corner (WO# 82435, 82437). Rm E111, F122: duplex cover plate missing (WO# 82445, 82535). Rm F208, F201: wall damage at corners (WO# 82537, 82538). Rm H122: peeling paint (WO# 82542). Rm H119: replace pencil sharpener (WO# 82528).			
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		Rm B112: repair damaged strobe light (WO# 82431).
Electrical (interior and exterior)	✓		Rm K115: replace ballast (WO# 82455). Rm K114: light switch cracked (WO# 82520). Rm K110: wire mold damaged (WO# 82523). Rm K98: cracked light switch cover plate (WO# 82530). Rm D110: broken duplex cover plate (north wall) (WO# 82443).
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		Boys' RR: toilet loose at south handicap stall (WO# 82448).
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 18, 2009. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
D117	Interior Surfaces	Carpeting damaged, rippled, or stained.	WO# 88254
G207	Interior Surfaces	Carpeting damaged, rippled, or stained.	WO# 88254
Library	Interior Surfaces	Carpeting damaged, rippled, or stained.	WO# 88254
Student Store	Interior Surfaces	Ceiling tiles are stained.	WO# 82424
Baseball and Softball Fields	Fire Safety	Emergency signage damaged or not clearly visible.	WO# 88253
E114	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard	
Parking Lot	Playground & School Grounds	Significant holes and deterioration, trip hazard.	WO# 88252
Women's Restroom Near A161	Overall Cleanliness	Area has unabated graffiti.	Resolved by school

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 administrators, campus security officers, and the 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.

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 2008-09 school year, Kaiser High received deferred maintenance funds for classroom lighting upgrades (\$24,391.72), electrical projects (\$1,910), HVAC repairs (a portion of \$6,912), paving (\$4,850), and wall system repairs (\$3,388).

Classroom Environment

Discipline & Climate for Learning

Students at Kaiser High are guided by school rules and behavior 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 initially referred to their counselor before visiting with an administrator for further intervention. The counselor and administrators take into consideration the referred student's past behavior trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair, firm, and consistent manner.

During 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.

Suspensions & Expulsions

	Kaiser High		
	06-07	07-08	08-09
Suspensions (#)	299	278	370
Suspensions (%)	11.27%	10.86%	14.37%
Expulsions (#)	13	19	25
Expulsions (%)	0.49%	0.74%	0.97%

	FUSD		
	High Schools		
	06-07	07-08	08-09
	Suspensions (#)	1148	2156
Suspensions (%)	12.84%	17.00%	29.31%
Expulsions (#)	110	150	107
Expulsions (%)	1.23%	1.18%	0.82%

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.

Each student is given a student handbook; the handbook contains district policies, school rules, and behavior 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 behavior 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 and behavior contract 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. Students are required to review the handbook with their parents. 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 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.

Dropouts

Kaiser High School had 70 dropouts recorded for the 2007-08 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, 2007-08 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 2005-06 school year, 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		
	05-06	06-07	07-08
Dropout Rate (%)	1.1	2.4	2.7
Graduation Rate (%)	94.7	94.0	91.4
	FUSD		
Dropout Rate (%)	3.8	6.2	3.8
Graduation Rate (%)	77.6	78.9	79.2
	California		
Dropout Rate (%)	3.5	4.4	3.9
Graduation Rate (%)	83.4	80.6	80.2

All seniors are required to sign a Senior Contract which requires a 95% attendance rate or higher. Student who fail to meet attendance rate criteria lose privileges to participate in senior activities and graduation celebrations.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Kaiser High	FUSD	California
87.1%	71.6%	80.4%

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.

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				
		2006-07		
Subject	Avg. Class Size	1-20	21-32	33+
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
		2008-09		
English	28.5	16	50	33
Math	29.7	10	39	29
Science	31.7	2	24	35
Social Science	30.5	5	38	27

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.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

During the 2008-09 school year, Kaiser High held three staff development days which focused on:

- The Changing Child & Changing Times
- Brain Research & Brain-based Learning
- GLAD Strategies (Guided Language Acquisition Design)
- English Language Learners
- Course-A-Like Meetings
- Student Motivation

As a supplement to buy back days, professional development activities took place during early release days throughout the year. Staff training activities focused on instructional strategies, reading, and writing. Teachers meet in subject-like teams, grade level teams, and Smaller Learning Communities to explore and develop instructional practices based on academic and program needs of staff and students.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the

skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

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 June 3, 2009, 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 #09-36 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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	Grades	% of Students Lacking Textbooks	Year Adopted
English/Language Arts			
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	9-12	0	2003
Pearson Longman; <i>Shining Star</i>	9-12	0	2004
Math			
Glencoe; <i>California Algebra 1: Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Glencoe; <i>California Algebra 2: Concepts, Skills, and Problem Solving</i>	9-12	0	2008
Science			
Pearson/Prentice Hall; <i>California Biology</i>	9-12	0	2007
Glencoe; <i>Chemistry: Matter and Change</i>	9-12	0	2007
Holt; <i>Earth Science</i>	9-12	0	2007
Social Science			
McDougal Littell; <i>Modern World History</i>	9-12	0	2006
McDougal Littell; <i>The Americans</i>	9-12	0	2006
Prentice Hall; <i>Economics</i>	9-12	0	2006
Prentice Hall; <i>Magruder's American</i>	9-12	0	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 2007-08*	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	65.7
Graduates Who Completed All Courses Required for UC/CSU Admission	20.7

*Most current data available.

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 2008-09, 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 2008-09		
	No. of Courses Offered	% of Students in AP Courses
English	2	8.28%
Foreign Language	2	4.49%
Mathematics	2	3.40%
Science	3	3.16%
Social Science	5	21.17%
All Courses	14	40.51%

Workforce Preparation

Students in grades nine through twelve receive counseling annually from school personnel regarding career paths and courses of study. In their junior year, students are introduced to career technical education programs, career pathways, regional occupational programs, work experience, 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.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older.

Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

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

On-campus ROP Courses 2008-09	
Careers in Marketing	Medical Administrative Assistant
Customer Service Occupations	Medical Terminology
Fire Technology	Stagecraft Construction
Foundations of Information Tech.	Television & Video Production
Intro to Health Careers	Website Design
Law Enforcement Fundamentals	

On-campus Career Technical Education Courses Career Pathway Sequences	
Accounting/Computer Accounting	Food and Nutrition
Automotives	General Office Occupations
Broadcasting Technology	Other Marketing, Sales, & Service
Arts, Media, & Entertainment	Marketing, Sales, and Service
Advanced Academics	Public Services
Business & Finance	

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.

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

Career Technical Education (CTE) Program Participation

2008-09

Total Number of Students Participating in CTE Programs	309
Percentage of Students Completing CTE Program and Earning a High School Diploma	86.08%
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

Professional Staff

Teacher Assignment

For the 2008-09 school year, Kaiser High employed 104 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Teacher Credentials & Assignments

	Kaiser High				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	109	112	114		1885	1869	1898	
Teachers with Full Credential	99	100	104		1802	1764	1816	
Teachers without Full Credential	10	12	10		83	105	82	
Teachers in Alternative Routes to Certification	8	13	10		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	2	8	2		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	13	13	1		33	32	26	
Teacher Misassignments - Total	31	4	0	1	270	41	4	8
Other Misassignments of Certificated Staff	0	1	0	0	0	9	0	0
Teacher Misassignments for English Learners	31	3	0	1	270	32	4	8
Teacher Vacancies	0	0	0	1	0	2	0	4

Percentage of Core Classes:

	2008-09	
	Taught by NCLB Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Kaiser High	86.3	13.7
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2008-09

	Kaiser High	FUSD
	%	%
Doctorate	2.6	1.4
Master's Degree plus 30 or more semester hours	33.3	32.4
Master's Degree	5.3	1.5
Bachelor's Degree plus 30 or more semester hours	42.1	49.8
Bachelor's Degree	14.9	14.0
Less than a Bachelor's Degree	1.8	0.9

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	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	0.2
Adaptive PE Aide	1	2.0
LSH	1	1.0
Community Liaison	1	0.2
Resource Officer	2	2.0

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:320

LSH = Language/Speech/Hearing

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.

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: Su & F Closed; M-Th 3-8; Sa 9-5

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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 2007-08					
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	\$6,441	\$8,522	75.6%	N/A	N/A
Restricted (Supplemental)	\$908	\$2,734	33.2%	N/A	N/A
Unrestricted (Basic)	\$5,533	\$5,788	95.6%	\$5,512	100.4%
Average Teacher Salary	\$65,452	\$66,500	98.4%	\$67,049	97.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education