



**FONTANA UNIFIED SCHOOL DISTRICT
SCHOOL ACCOUNTABILITY REPORT CARD • 1999-2000**

Henry J. Kaiser High School

11155 Almond Avenue • P.O. Box 5090 • Fontana • CA 92334-5090
Telephone (909) 357-5900 Bryan Malloy, Principal

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

Board Of Education

Kathy Binks
Gus Hawthorn
Laura Abernathy Mancha
Rick McClure
D. Wayne Ruble, Ed.D.

District Administration

Karen J. Harshman, Ed.D.
Superintendent of Schools
Emmanuel J. D'Souza
Associate Superintendent, Business
Francesca Mazzolini
Associate Superintendent, Education
Patricia J. Peoples, Ed.D.
Associate Superintendent, Human Resources

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement in Reading, Writing and Mathematics 1999-2000 School Year Ed. Code Section 33126(1)

The first Henry J. Kaiser High School SAT-9 results reported for spring 2000, show that our students must improve in all academic areas. The SAT-9 results indicate the percentage of students at each grade level who perform at or above the 50th percentile (the national average). For Kaiser the data is as follows: ninth grade Reading 25%; Language Arts 40%; Mathematics 44%; for tenth grade Reading 18%; Language Arts 28%; Mathematics 33%.

Student achievement is also measured by district level tests in Language Arts and Mathematics. Math test results are reported quarterly by course. Language Arts results are reported each semester by skills areas. Based on the test results from the second semester, the KHS staff will be focusing on improving reading comprehension and vocabulary skills. The Kaiser High School staff will also work to strengthen writing skills. Teachers will be in-serviced in the new writing rubric, which gives all teachers, who use writing assignments a uniform baseline for grading.

Kaiser High staff members are committed to implementing strategies that will increase all students' achievement in these areas. Some of the programs and plans Kaiser has put into place to help students are as follows:

- Elective reading classes
- After-school homework center
- In-servicing teachers on strategies for improving reading and vocabulary in the content areas
- Providing a positive environment to promote students best efforts
- Renaissance Program which recognizes and rewards students' improvement

The SAT-9 test results for mathematics indicate that KHS students need the most support in algebra, statistics and probability. The district mathematics assessment shows that the percentage of students who passed the assessment was the lowest in Prep Algebra, Algebra 1 and Algebra A. The KHS staff is committed to improve achievement in these areas.

The Academic Performance Index (API) score was 528 with the target of 542 for the 1999-2000 school year. The API is a weighted average based on the SAT-9. The API is the result of the Public Schools Accountability Act of 1999. The API establishes a statewide rank and growth target for each school in California.

Standardized Test Results Stanford Achievement Test-9 • Average NCE Score

| Grade Level ↓ | SAT-9 1997-1998 | | | SAT-9 1998-1999 | | | SAT-9 1999-2000 | | |
|------------------|-----------------|-----------|-----------|-----------------|-----------|-----------|-----------------|-----------|-----------|
| | Read. | Lang. | Math | Read. | Lang. | Math | Read. | Lang. | Math |
| 9 | NA | NA | NA | NA | NA | NA | 36 | 45 | 47 |
| 10 | NA | NA | NA | NA | NA | NA | 31 | 36 | 41 |
| 11 | NA | NA | NA | NA | NA | NA | NA | NA | NA |

API Scores for 1999-2000 School Year

Henry J. Kaiser High School had an API Score of 528 for the 1999-2000 school year. The State Rank for Henry J. Kaiser High School was 1. The average rank for schools similar to Henry J. Kaiser High School was 6.

Attendance Rate

Henry J. Kaiser High School recognizes the importance of regular attendance throughout the school year, and is identifying at-risk students to help lessen the number of students who leave high school without earning a diploma. For state apportionment purposes, the attendance rate at Henry J. Kaiser High School in 1999-2000 was 97%.

Expenditures & Services Offered

Funding is established in the District budget adopted by the Board of Education. Kaiser High School received \$98,000 for instructional purposes during the 1999-2000 school year. The following were additional budget sources available to support Kaiser High School students: Title I \$11,862; GATE, \$5,040; 10th Grade Counseling, \$17,426;; SB 1882, \$12,294; Title VI, \$7,246; EIA/LEP, \$38,133.

Textbooks and Instructional Materials

The district provides Henry J. Kaiser High School with textbooks and supplemental materials to support the school's instructional program. A district committee comprised of teachers and administrators selects the state-approved textbooks. A selection is made for the District from the pilot materials. Consistent with School District policy, all textbooks are written within the seven-year adoption cycle.

Henry J. Kaiser High School students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

Dropout Rate

At Kaiser High School the dropout rate for 1999-2000 was 1.8%.

Average Class Size

The student enrollment at Henry J. Kaiser High School for the 1999-2000 school year was 1,145, with a total of 54 teachers.

Total Instructional Minutes Per School Year

| Grade Level | Actual Total Instructional Minutes at School Site | Total Instructional Minutes Required by State Law |
|-------------|---|---|
| 9,10 | 65,380 | 64,800 |

Annual Number of Staff Development Days

| 1998-1999 | 1999-2000 |
|-----------|-----------|
| NA | 3 |

Number of Minimum Days

At Henry J. Kaiser High School there were a total of eleven (11) minimum days in the 1999-2000 school year.

Safety, Cleanliness, & Adequacy of School Facilities

Henry J. Kaiser High School presently has four security officers assigned to the campus. Two of the officers patrol the campus on bicycles to facilitate a faster response. A FUSD Resource Officer is also assigned to the campus. Administrators are visible and "on duty" at brunch and lunch. Teachers also have a rotating duty schedule before and after school and at brunch. Whenever possible, staff members intervene before an incident occurs. Kaiser maintains a close relationship with local police agencies, probation and support services. Monthly "Crime and Violence Reports" are completed and reviewed by our staff to identify the areas that need to be addressed and included in the safety plan.

All students and staff are responsible for maintaining the cleanliness of the school site. Students are encouraged to pick up the trash around them at brunch and lunch and to take pride in the condition of the campus.

Kaiser High School has limited classroom space available. We will be adding portables to the site next year.

Counseling and Other Pupil Support Services

Kaiser High School provides a variety of services to support the health and well-being of the students. KHS has a staff of four full-time counselors who are available to assist students with career, academic and personal counseling and are able to provide referrals to community agencies for additional support. The counselors also conduct support groups that deal with such areas as grief and anger management.

KHS has one nurse and one health clerk on campus to assist students with health issues. A school psychologist is available to conduct educational testing and provide consultation services. Referrals are also made to community agencies to support students with special needs.

The Kaiser staff is aware of its responsibility to report suspected child abuse and sexual harassment.

Classroom Discipline & Climate for Learning

Henry J. Kaiser High School provides a safe and orderly environment for students and staff. A consistent and fair disciplinary policy is followed in order to provide an environment in which all students and staff feel safe. All students receive a student handbook with a copy of the school discipline policy and dress code. The handbook outlines the rules of conduct established by the site, district and state. Individual teachers communicate classroom expectations to parents. Kaiser High School seeks to maintain a caring community that is respectful to all racial, cultural and religious groups. All students and staff receive training on harassment and diversity issues.

Henry J. Kaiser High School Suspension Rates

| Total Number Days of Student Suspensions | | | Suspension Rate (Total Days of Suspension Divided by Total Days Attended) | | |
|--|-----------|-----------|--|-----------|-----------|
| 1997-1998 | 1998-1999 | 1999-2000 | 1997-1998 | 1998-1999 | 1999-2000 |
| NA | NA | 1119 | NA | NA | 01% |

Henry J. Kaiser High School Expulsion Rates

| Total Number Of Students | | | Number of Expelled Students | | | Expulsion Rate | | |
|--------------------------|-----------|-----------|-----------------------------|-----------|-----------|----------------|-----------|-----------|
| 1997-1998 | 1998-1999 | 1999-2000 | 1997-1998 | 1998-1999 | 1999-2000 | 1997-1998 | 1998-1999 | 1999-2000 |
| NA | NA | 1197 | NA | NA | 19 | NA | NA | .02% |

Teacher Evaluation

Fontana Unified School District policy establishes regular periodic evaluations of all probationary and tenured teachers which exceeds the evaluation requirements of state law.

Teacher Assignment

| Number of Teachers With Credentials | | Number of Teachers With Emergency Credentials | | Number Of Teachers Without Credentials | |
|-------------------------------------|-----------|---|-----------|--|-----------|
| 1998-1999 | 1999-2000 | 1998-1999 | 1999-2000 | 1998-1999 | 1999-2000 |
| NA | 50 | NA | 4 | NA | 0 |

Substitute Teachers

Fontana Unified School District maintains an eligibility list of substitute teachers. The placement of substitute teachers in the District is monitored daily. Substitute teachers are paid a daily wage ranging from \$85.00-\$100.00.

Substitute teachers who are not employed as regular Fontana Unified School District teachers must also have a bachelors degree and have passed the California Basic Skills Test in order to substitute. Substitutes must attend annual training which is provided by the District.

Salary Reporting 1998-1999

Education Code requires that school districts report their salary structure and compare it to districts of similar size throughout California. The most current available data is for the 1998-1999 school year.

- A new teacher's beginning annual salary in Fontana in 1998-1999 was \$31,341 for 182 days of service (\$161.07 per day). The statewide average was \$31,680.
- A mid-range teacher's average annual salary in Fontana in 1998-1999 was \$46,899 for 182 days of service (\$257.69 per day). The statewide average was \$49,481.
- The highest paid teacher's average annual salary in Fontana in 1998-1999 was \$65,642 for 182 days of service (\$360.67 per day). The statewide average was \$59,895.

All teachers' salaries represented 42.82% of the total budget. The statewide average was 43.71%.

- Principals' salaries vary according to time in the position and work year. However, when salaries were averaged for all principals, their annual salary was \$84,385. The statewide average was \$78,145.
- Our district's superintendent salary was \$127,728. The state average was \$137,350.