

Fontana Unified School District

Kaiser High School

2000-2001 Annual School Report Card



To graduate all students prepared to succeed in a changing world.

Kaiser High School

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Fontana, CA 92337
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Ninth - Twelfth Grade
Bryan Malloy
Principal

www.fontana.k12.ca.us

Board of Education

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Superintendent of Schools

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Resources

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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Kaiser High School is a welcoming, stimulating environment where students are actively being involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

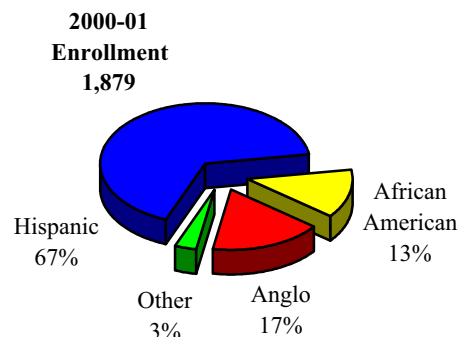
Kaiser High School believes that cooperation between school and community is imperative, and this is reflected in our school Mission Statement.

School Mission

Together we build a Kaiser High School community in which all students have the opportunity to progress academically, physically and ethically in a caring, safe and challenging learning environment.

School Profile

Kaiser High first opened its doors for the 1999-00 school year and enrolled students in the ninth and tenth grades during that year. In 2000-01, Kaiser High School added the eleventh grade and enrolled 1,879 students in grades nine through eleven on a traditional school year calendar. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Kaiser High is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



Discipline & Climate for Learning

All students at Kaiser High School are expected to conduct themselves in such a manner as to contribute to a productive learning environment. The goal of Kaiser High's discipline program is to maintain an educational environment conducive to learning and to protect the order, safety, and health of all students. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the student handbook, which clearly outlines student behavioral expectations and school rules.

Attendance

Regular attendance at Kaiser High is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities. Punctuality and promptness are desirable traits to develop. The students of Kaiser High are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Kaiser High expelled 41 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Kaiser High School			All Fontana High Schools		
	99	00	01	99	00	01
Suspensions (#)	n/a	202	304	1490	1453	1579
Suspensions (%)	n/a	16.9	16.2	16.8	15.7	16.5
Expulsions (#)	n/a	19	22	94	113	146
Expulsions (%)	n/a	1.6	1.2	1.1	1.2	1.5

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Student Executive Board
- International Explorers
- Mock-trial
- Library Club
- MEChA
- Cats for Christ
- Henry J's Auto Club
- Drama Club
- K-Tech
- CSF
- BSU
- Speech/Debate

- Jazz Band
- Athletic Trainers
- Orchestra
- Peer Leaders
- Yearbook
- Spirit Leaders
- Color Guard
- Newspaper
- Renaissance
- California Scholarship Federation
- Advancement Via Individual Determination (AVID)
- Gifted and Talented Education (GATE)
- Class Councils
- Guitar Club
- Choir
- Spanish Club
- Drill Team
- Madrigals
- Skateboard Club
- Academic Decathlon
- Asian Pacific Society
- National Honor Society

Kaiser High School is home to 17 different sports including 39 teams at the varsity, junior varsity, and freshman levels. In accordance with Title IX, Kaiser High fields 7 male programs, 7 female programs, and 3 co-ed programs.

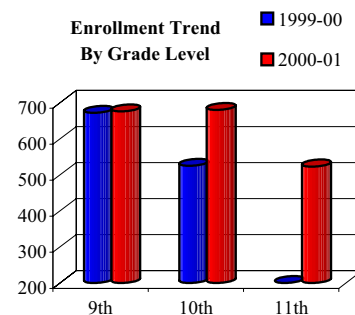
Class Size

Kaiser High maintained a schoolwide average class size of 29 students and a pupil/teacher ratio of 23:1 for the 2000-01 school year. Class size rates are based on grade level and subject area taught.

	Teaching Load Distribution							
	<i>Number of Classes by Size</i>							
	Average Class Size		Classrooms containing					
	99	00	1-22 Students		23-32 Students		33+ Students	
English	29	25	4	39	5	18	26	19
Math	29	23	3	8	20	27	14	26
Science	31	30	2	1	4	24	27	28
Social Science	29	29	4	2	5	12	18	25

School Attendance

Kaiser High School first opened its doors for the 1999-00 school year, and only enrolled 9th and 10th grade students. The total enrollment for the 1999-00 school year was 1,197 students. During the 2000-01 school year, 11th grade students were also enrolled, and the total enrollment grew to 1,879 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Kaiser High. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Kaiser High were 92.64% and 92.33%, respectively.

Kaiser High had 20 dropouts during the 2000-01 school year. Intervention programs that promote attendance and reduce dropout rates include:

- Parent Conferences
- Home visits by Community Liaison

Dropouts			
	99	00	01
Dropouts (%)	0.0	1.8	2.2
Dropouts (#)	2	21	41

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Kaiser High either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Kaiser High offered 65,380 minutes of instructional time. Students received 57 minutes of specialized instruction in each subject area per class period by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Kaiser High offered 180 days of instruction comprised of 166 regular days and 14 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Kaiser High utilized minimum days for class finals and SAT-9 testing.

Textbooks & Instructional Materials

Kaiser High sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

School Facilities & Safety

Kaiser High provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1999 and include the tennis courts, baseball fields, track, basketball courts, 80 regular classrooms, 11 special education classrooms, and 2 ROP classrooms which are all up-to-date and provide adequate space for students and staff. The library on campus is a cooperative venture between San Bernardino County and the Fontana Unified School District.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing,

roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Kaiser High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in October of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Kaiser High to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The assistant principals coordinate the counseling and support services at the school. The school provides qualified personnel to provide guidance and support services on a full-time basis. A psychologist and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

	Number		Availability Days Per Week
	of Staff	FTE	
Counselors	6	6	5
Nurse	1	1	5
Psychologist	1	1	4
Speech/Language Specialist	1	1	3
Resource Officer	1	1	5

**FTE = Full-Time Equivalent*

Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Kaiser High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. Measures include SAT-9, district language and math assessments, and student work.

Standardized State Testing

Kaiser High participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

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 is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

College Preparation

Kaiser High offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, and are enhanced by supplemental programs sponsored by the school and Chaffey College.

Students at Kaiser High are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The following chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). Total enrollment for the 1999-00 school year was 1,197.

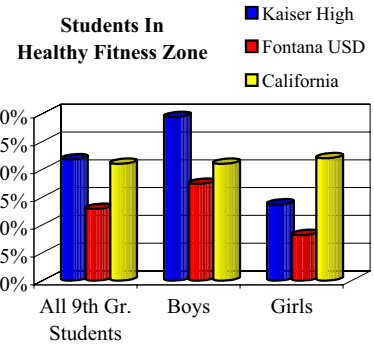
Test Preparation Courses

Kaiser High offers a SAT prep course for students to prepare for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

Graduates with UC/CSU Required Courses			
1999-00 Graduates	1999-00 Required Courses	UC/CSU Course Enrollment	1999-00 Course Enrollments
n/a	n/a	5,895	11,046
	n/a	53.37%**	

**Total course enrollments*

SAT-9 Results 1999, 2000, 2001					
% At or Above National Average					
All Students	Reading				
	9	10	11	00	01
Kaiser High	20	16	15	16	15
Fontana USD	16	18	15	15	18
California	35	35	34	34	37
All Students	Math				
	9	10	11	00	01
Kaiser High	40	43	31	36	32
Fontana USD	35	42	28	33	34
California	51	51	46	45	46



California Standards Results % of Students Performing At or Above Standards 2001			
All Students	English/Language Arts		
	9	10	11
Kaiser High	15	16	11
Fontana USD	14	15	12
California	28	31	29
Subgroups			
Gender			
Male	13	12	10
Female	18	21	12
Ethnicity			
Data unavailable			
Language Fluency			
English Learners (EL)	2	0	3
Non EL	20	20	12
Migrant Education			
Data unavailable			
Socioeconomic Status			
SED	9	8	7
Non SED	20	21	14

SED = Socioeconomically Disadvantaged

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile						
Gender	Reading			Math		
	9	10	11	9	10	11
Male	15	13	14	42	36	35
Female	17	19	15	45	36	29
Ethnicity						
African American	10	16	9	39	33	16
Filipino	*	38	*	*	69	*
Hispanic	12	12	14	39	32	30
Anglo	34	30	20	62	50	46
Language Fluency						
English Learner (EL)	3	2	1	19	15	15
Non EL	20	20	17	51	41	35
Socioeconomic Status						
SED	8	9	11	34	28	29
Non SED	22	20	16	50	40	33
Migrant Education						
No Data Reported						

SED = Socioeconomically Disadvantaged

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

Advanced Placement

In 2000-01, Kaiser High offered three advanced placement courses for those students seeking to qualify for college credit. Junior and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. As only grades nine through eleven were enrolled at Kaiser High in 2000-01, no students took any AP Exams that year.

- English Language and Composition
- Spanish Language
- European History

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Since Kaiser High School did not have students enrolled in the 12th grade in 2000-01, no SAT scores were reported.

Work Force Preparation

It is the goal of Kaiser High that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Tenth Grade Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Kaiser High offers a variety of career-path related classes:

- TV-Video Production
- Micro Computer Repair
- Vocational Auto I, II, and Advanced
- Introductory Job Skills
- Computer Applications I, II, III, and IV
- Computerized Accounting I and II
- Marketing Essentials
- Marketing Operations
- Business Calculations
- Culinary Arts I, II, III, and IV
- Career Skills
- Work Experience
- Work Skills
- Journalism
- Newspaper

Speakers from the community, job shadowing and work experiences, use of technology, career related research projects, and community service projects are made available for the students, to heighten student awareness of options for education, training, and employment beyond high school.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Kaiser High does not qualify to participate in either program.

Kaiser High API Results			
All Students Base	Base		Growth
	2000	Growth	2000
Percent Tested	100	Percent Tested	99
API Score	528	API Growth Score	516
Growth Target	14	Actual Growth	-12
Statewide Rank	2	Eligible for Awards	No
Similar Schools Rank	6	Eligible for II/USP	No
Subgroups			
African-American			
Base API Score	500	API Growth Score	484
Growth Target	11	Actual Growth	-16
Hispanic or Latino			
Base API Score	505	API Growth Score	491
Growth Target	11	Actual Growth	-14
Anglo			
Base API Score	612	API Growth Score	613
Growth Target	11	Actual Growth	1
Socioeconomically Disadvantaged			
Base API Score	479	API Growth Score	469
Growth Target	11	Actual Growth	-10
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>			

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Kaiser High works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program
- Anger Management Support Counseling

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Kaiser High had 71 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status		
	00	01
Fully Credentialed	46	71
Emergency Credentials	3	7
Waiver	1	4
Total Teachers	50	82
Working Outside Subject	2	2
Average Years Teaching	14.0	13.3
Average Years in District	11.0	9.8

Kaiser High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 89 employees: 18.0 percent with 30+ additional units beyond their bachelor's degree and 61.8 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- English Language Development Teachers (6 part-time)
- Resource Specialists (7 full time)
- Special Day Class Teachers (10 full-time)
- ROP Teachers (5 full-time)

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. Every year staff have the opportunity to participate in three staff development days.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

Training & Curriculum Improvement

All training and curriculum development at Kaiser High revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Kaiser High's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Kaiser High implemented the Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. Fast ForWord, created by the Scientific Learning Corporation, rapidly builds oral language skills by retraining the brain to discriminate sounds and process language more rapidly. Kaiser High offers Fast ForWord to students scoring below the 20th percentile. In addition to Fast ForWord, Kaiser High offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Language!: for struggling readers
- Math Lab: to accompany Algebra I for students scoring low on the SAT-9
- Skills Tutor: a computer program used in a lab setting to provide support in math and language arts

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Kaiser High teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year, the topics for staff development was Literacy.

For the 2001-02 school year, staff at Kaiser High will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Kaiser High is a responsibility shared between district administration, the principal, four assistant principals, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Kaiser High's principal. In addition four assistant principals and one athletic director have specific responsibilities, each focusing on promoting school safety and providing a rigorous core curriculum based on state standards. Administrators and teachers participate on the school's leadership teams which assist in the design and delivery of training to school staff.

- Department chairs for each curricular department
- English Language Learners Site Monitor
- Western Association of Schools and Colleges Leadership Team

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council/ELAC
- District School Site Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Booster Clubs
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
	All Unified	All Districts
Fontana USD	Districts	All Districts
\$5,542	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

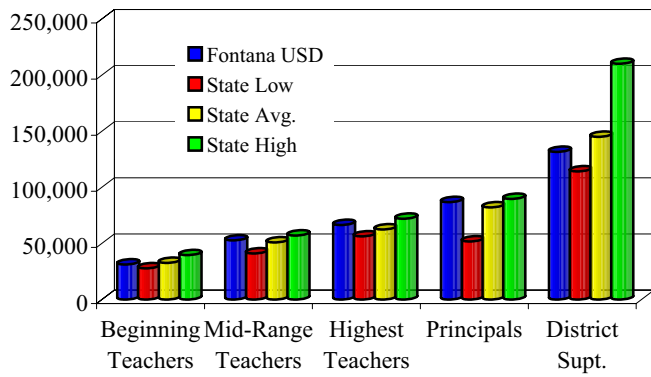
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

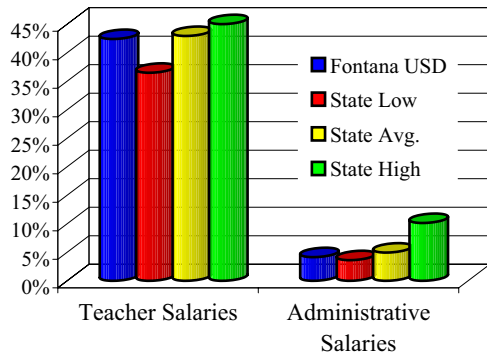
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teachers and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Kaiser High's leadership teams, school committees, school activities, or become a volunteer may contact Assistant Principal Vickie Singley at (909) 357-5900.