



Fontana Unified School District

Kaiser High School

2003-2004 Annual School Report Card

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

Kaiser High School

11155 Almond Ave.
Fontana, CA 92337
(909) 357-5900
FAX (909) 357-5997

Grades Nine through Twelve
Bryan Malloy, Principal

www.fontana.k12.ca.us

Board of Education

Gus Hawthorn, President
Arlene Piazza, D.Min., Clerk
Laura Abernathy-Mancha, Member
Kathy Binks, Member
D. Wayne Ruble, Ed.D., Member

District Administration

Charles D. Milligan, Ph.D.
Superintendent of Schools

Laurie St. Gean
Deputy Superintendent,
Educational Programs & School
Services

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

Yolanda Mendoza
Associate Superintendent,
Human Resources

Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services



A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

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

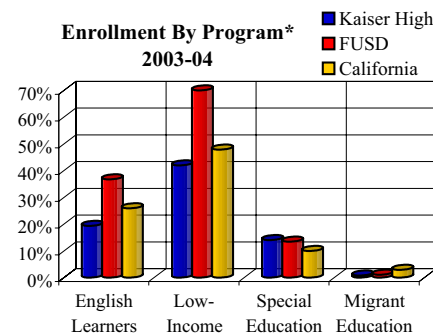
Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

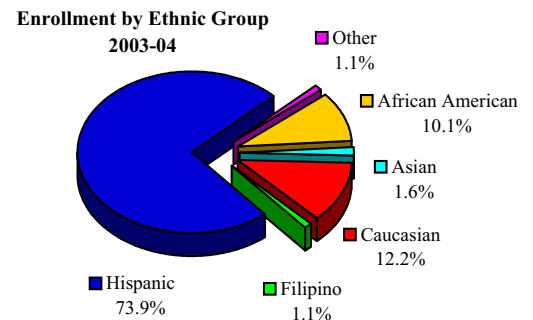
Charles D. Milligan, Ph.D.
Superintendent of Schools

School Profile

In 2003-04, Kaiser High School enrolled 2,558 students in grades nine through twelve on a traditional school year calendar.



*Source: STAR testing enrollment.



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 School'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. Suspensions and expulsions occur when required by law, or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Kaiser HS			Fontana USD High Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (#)	481	395	380	1,766	1,852	2,107
Expulsions (#)	36	30	20	182	165	160
Suspensions (%)	18.9	15.3	14.9	17.3	17.3	18.9
Expulsions (%)	1.4	1.2	0.8	1.8	1.5	1.4

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Kaiser High School. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered.

Kaiser High School had 37 dropouts during the 2002-03 school year. Intervention programs that promote attendance and reduce dropout rates include:

	Graduation & Dropout Rates		
	00-01	01-02	02-03
Graduates (#)	n/a	406	530
Graduation Rate (%)	n/a	91.9%	91.2%
Dropouts (#)	41	83	37
Dropout Rate (%)	2.18%	3.26%	1.44%

- Parent Conferences
- Home visits by Community Liaison
- School Attendance and Review Board (SARB)
- Saturday School
- Independent Study
- Attendance Incentive Program
- Referral to continuation high schools

Extracurricular Activities

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 School fields 7 male programs, 7 female programs, and 3 co-ed programs.

Class Size

Kaiser High School maintained a schoolwide average class size of 31 students for the 2003-04 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	02	03	04	1-22 Students			22-32 Students			33+ Students		
English	24	26	32	51	19	7	21	66	22	32	19	56
Math	30	32	33	12	2	0	15	21	21	39	42	39
Science	29	32	33	10	1	3	10	21	8	27	25	39
Social Science	30	27	33	7	12	2	18	36	10	25	17	39

Instructional Time

During the 2003-04 school year, all instructional minute requirements at Kaiser High School 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. For the 2003-04 school year, Kaiser High School offered 180 days of instruction comprised of 169 regular days and 11 minimum days. Kaiser High School utilized minimum days for class finals and staff planning activities.

Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades 9-12)			
Subject	Publisher	Course	Year Adopted
Language Arts	Prentice Hall	English 9-12	2003
Math	Prentice Hall	Algebra I	2001
Math	Prentice Hall	Geometry	2001
Math	McDougal Littell	Algebra II	2002
Math	Houghton Mifflin	Trigonometry	2002
Math	Houghton Mifflin	Calculus	2002
Science	Glencoe	Earth Science	2001
Science	Prentice Hall	Biology	2001
Science	Prentice Hall	Chemistry	2001
Science	Glencoe	Physics	2001
Social Science	McDougal Littell	World History	2001
Social Science	Prentice Hall	U.S. History	2001
Social Science	Prentice Hall	Government	2001
Social Science	Glencoe	Economics	2001

School Facilities & Safety

Kaiser High School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1999. Current school facilities encompass 249,144 square feet and are situated on 40.45 acres. Facilities include 100 permanent classrooms, 18 portable classrooms, tennis courts, baseball fields, track, basketball courts, 11 special education classrooms, and 2 ROP classrooms. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Kaiser High School during the 2003-04 and 2004-05 school years which resulted in new painting and installation of a new fire alarm system.

A team of 11 custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On April 20, 2005, the district inspected Kaiser High School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

The safety of students and staff is a primary concern of Kaiser High School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch, by campus security officers, classified staff, and school administrators.

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 updated in September 2004 and was reviewed with the staff at that time. 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
- Conflict resolution

Counseling & Other Support Services

It is the goal of Kaiser High School 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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Campus Security Officers	6	6.0
Counselors	6	6.0
Nurse	1	1.0
Psychologist	1	1.0
School Resource Officer	1	1.0
Speech/Language Specialist	1	1.0
Deaf/Hard of Hearing Aide	1	1.0
Visual Impairment Aides	2	2.0

Teacher Assignment

For the 2003-04 school year, Kaiser High School had 95 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	90	101	95
Emergency Credentials	6	19	4
Interns	4	6	7
Waivers	3	1	0
Total Teachers	101	114	105
Working Outside Subject	0	0	7
Teacher Misassignments for 2004-05 =			1
Misassignments of Teachers of English Learners =			136*
Teacher Vacancies for 2004-05 =			0
<i>*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods.</i>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

Teacher Education Levels		
2003-04		
	Kaiser HS	Fontana USD
Doctorate	2.9%	1.3%
Master's Degree +30*	43.8%	34.6%
Master's Degree	2.9%	0.7%
Bachelor's Degree +30*	34.3%	45.2%
Bachelor's Degree	14.3%	18.3%
Less Than Bachelor's	1.9%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	53.0%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

Teacher Evaluation

Non-tenured teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

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

Training & Curriculum Improvement

All training and curriculum development activities at Kaiser High School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum and the implementation of new programs.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2003-04 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

College Preparation

Students at Kaiser High School are encouraged to take the required courses if they plan to attend a four-year university. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment*	Total Course Enrollments*
530	122	8,831	15,473
	23.0%	57.1%	

* Duplicated Count (one student can be enrolled in several courses).

Scholastic Aptitude Test (SAT)

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development. Kaiser High School 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.

Advanced Placement (AP)

In 2003-04, Kaiser High School 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 final AP exams qualify for college credit at most of the nation's colleges.

Work Force Preparation

Kaiser High School offers a variety of career-path related classes including Applied Technology, Business, and Consumer Science. Some courses provide in-depth training and certification opportunities, such as Computer Applications and Microsoft Office User Specialist (MOUS).

The Regional Occupation Program, offered through San Bernardino County, holds classes in the following areas of concentration at the Kaiser High School campus: Childcare Occupations, Product Preparation and Assembly, T.V. Video Production, and Custodial Occupations. Students with an Individual Education Plan (IEP) are eligible to participate in the Workability Program, which provides training and placement to students with special needs.

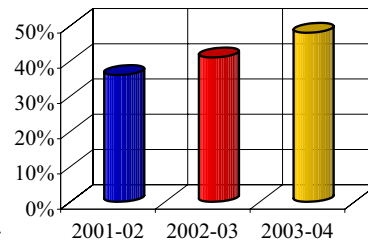
Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Number of Concentrators	Number of Completers	Completion Rate
Total Course Enrollment 1,363	1,363	314	23%
	Grade 12 CTE Students		
	Number of Completers	Number Earning Diploma	Graduation Rate
	230	189	82%

SAT I Test Results

	2001-02	2002-03	2003-04
Grade 12 Enrollment			
Kaiser HS	474	592	587
Fontana USD	2,001	2,111	2,183
California	365,907	385,181	395,194
% of Seniors Tested			
Kaiser HS	27.2%	34.1%	28.8%
Fontana USD	25.9%	25.9%	23.8%
California	37.3%	36.7%	35.2%
Average Verbal			
Kaiser HS	411	430	449
Fontana USD	424	430	439
California	490	494	496
Average Math			
Kaiser HS	431	450	472
Fontana USD	461	461	471
California	516	518	519
Average Total			
Kaiser HS	842	880	921
Fontana USD	885	891	910
California	1,006	1,012	1,015

% of Students Passing Advanced Placement Exam



Advanced Placement Classes 2003-04

	# Classes	Enrollment
English	4	92
Foreign Language	4	114
Mathematics	2	37
Science	3	82
Social Science	13	388
Totals	26	713

Student Achievement & Assessment

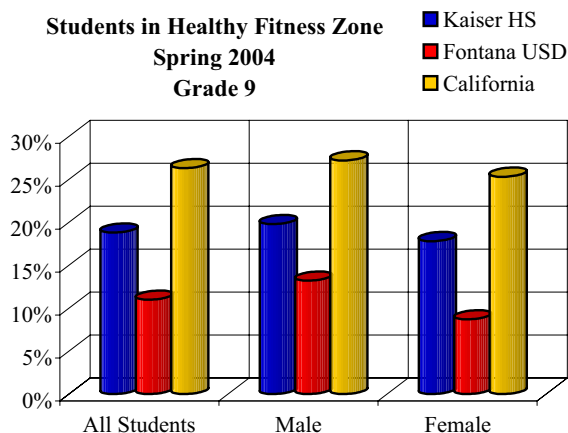
In 2003-04, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Kaiser High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. Measures included STAR testing; district language arts, math, science, and social science assessments; and student work.

Norm Referenced Test

The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades nine through twelve are tested in the academic areas of reading, science, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

Physical Fitness

In the spring of each year, Kaiser High School 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 perform fitness tasks in six major areas. 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).



California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a state-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students have numerous chances to pass portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test in that area again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

CAT/6 Norm Referenced Test 2003 & 2004						
% At or Above 50th Percentile						
Subject Area Grade Level Year Ending	Reading			Math		
	9 03 04	10 03 04	11 03 04	9 03 04	10 03 04	11 03 04
All Students						
Kaiser HS	36 38	38 35	31 31	35 39	47 47	35 37
Fontana USD	36 35	36 36	35 35	35 35	42 44	36 35
California	50 48	49 49	47 47	46 46	51 52	46 46
Subgroups						
Females	44 47	45 41	34 40	37 40	48 48	34 36
Males	28 29	31 28	28 23	34 38	47 47	36 38
English Learners	4 9	13 7	9 3	9 13	23 14	15 9
Non English Learners	45 45	47 42	35 37	42 45	55 55	40 43
SED^	25 39	28 35	26 31	25 39	41 47	30 37
Non SED	45	47	33	43	53	38
Students with Disability	13 11	13 11	19 13	8 17	16 24	10 7
Migrant Education		0	20		18	35
African American	29 35	34 23	22 27	27 33	37 38	31 30
Asian	36		31		69	
White (not Hispanic)	57 61	49 61	50 33	54 60	68 64	51 50
Hispanic or Latino	33 34	37 31	28 31	32 36	44 44	32 35

[^]SED = Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California HS Exit Exam Schoolwide Cumulative Results 2003-04		
	English/ Language Arts	Math
	% Passing	% Passing
All Students	73	76
Females	73	78
Males	73	74
English Learners	39	54
SED^	73	76
Students with Disability	31	34
African American	70	69
Asian	67	83
White (not Hispanic)	87	84
Hispanic or Latino	71	74

California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Tests									
All Students									
% Performing at Proficient & Advanced Levels									
	Kaiser HS			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	20	22	23	16	18	20	32	35	36
Math	9	9	6	18	24	23	31	35	34
Science	10	10	8	10	11	9	30	27	25
History/Social Science	17	20	21	15	15	16	28	28	29

California Standards Tests				
Kaiser High School Subgroup Results 2004				
% Performing at Proficient & Advanced Levels				
	English/ Language Arts	Math	Science	History/ Social Science
Male	19	8	9	24
Female	27	6	6	18
English Learners	9	5	3	7
SED^	14	4	5	13
Students with Disabilities	7	1	3	11
Migrant	7	27		
African American	19	2	3	15
American Indian/Alaskan	50	0	7	
Asian	28	15	25	27
Filipino	53	21	19	53
Hispanic	19	6	6	18
White (not Hispanic)	44	13	17	38

^SED = Socioeconomically Disadvantaged

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. The state has determined a performance target of 800 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.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

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

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

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
All Students	522	14	30	552	572	11	21	593	605	10	15	620
Subgroups												
SED^	477	11	36	513	535	9	14	549	562	8	28	590
African American	489	11	34	523	555	9	-14	541	551	8	23	574
White (not Hispanic)	613	11	30	643	652	9	9	584	676	8	28	704
Hispanic	499	11	35	534	555	9	29	661	596	8	11	607
	2001	2002	2003						2002	2003	2004	
Percent Tested (Base)	98	98	98		Eligible for Governor's Performance Award				Yes	No	Yes	
Percent Tested (Growth)	99	98	99		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	2	3	1		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	2	6	1		Applied for II/USP Program				--- Not funded ---			

^SED - Socioeconomically Disadvantaged

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 to a proficiency level; 11.2% of elementary and middle school students must be proficient in language arts and 9.6% 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).
- Each school must have a graduation rate of 82.8% or show an increase in the graduation rate of 0.2% over a two-year period.

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Kaiser High School does not receive Title I funding and is not subject to Program Improvement mandates.

A “Yes” in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; “No” means the school or subgroup did not meet 2004 AYP targets. Kaiser High School did not meet all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Kaiser HS		Fontana USD	
	2003	2004	2003	2004
Overall	No	Yes	No	No
All Students	Yes	Yes	Yes	Yes
African American			Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)			Yes	Yes
SED^	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	Yes
Students with Disabilities	No		No	No

^SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs 2004-05	
Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%
*School does not receive Title I funds and is not subject to Program Improvement mandates.	

Special Programs

Instructional programs are aligned to the California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Standards Plus
- Homework.com lab
- Homework Center
- Kaiser Learning Essentials (Algebra I companion class)
- Math Topics and English Topics (CAHSEE intervention)
- Confidence in Academics
- Advancement Via Individual Determination (AVID)
- Anger Management
- ACES (test-taking strategies)
- Gifted and Talented Education (GATE)
- Honors and Advanced Placement classes
- English Language Development
- Tutoring for English language learners
- Program for the Severely Handicapped
- Special Day Classes
- Resource Specialist Program

Quality of Instruction & Leadership

Leadership at Kaiser High School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. 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
- Principal's Advisory Committee
- District School Site Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- Booster Clubs
- Student Study Teams
- Individual Education Plan (IEP) Teams

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

Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

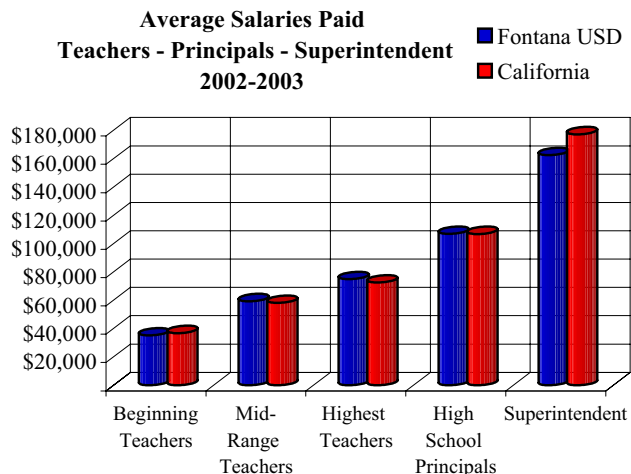
Current Expense of Education Per Student*		
2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822
<i>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</i>		

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Kaiser High School had the following categorical programs:

- Special Education
- Vocational and Applied Technology
- Economic Impact Aid
- Regional Occupational Program
- Tenth Grade Counseling
- Gifted and Talented Education

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.



Salaries as a Percentage of Total Budget		
2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%