

KAISER HIGH SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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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 school facilities and instructional materials were acquired May 2006.

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and the community with information about Kaiser High School's instructional programs, academic achievements, materials and facilities, and staff. Parents and our community are crucial to the success of our school and our students. With that in mind, the faculty and staff at Kaiser High School is committed to making sure that our students become successful and responsible citizens. We believe if we provide our students with a positive learning environment where everything we do and every decision we make is student-centered, anything can and will be possible for the future success of our Kaiser students. But it takes a group effort to lead our students in the right direction. Together we can stress our commitment to provide a sound educational environment that supports all students. To make this happen we must keep the lines of communication open and welcome any suggestions, comments, or questions you may have. Thanks for being part of the extended Kaiser Cat Family.

Parent Involvement

Parents are encouraged to get involved in Kaiser High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. School staff invite parents to assist with security and supervision of dances, sports programs, school events, and drama activities. Back to School Night, Open House, banquets, the Book Club (for parents) and orientation meetings provide opportunities for parents to interact with school staff while supporting their child's interests and efforts. The School Site Council, booster

clubs, English Language Advisory Council, Community Advisory Panel, and Principal's Parent Advisory Committee provide opportunities for parents to have input on curricular programs and the school budget.

School-to-home communication takes place in a variety of formats. Kaiser High's monthly newsletter includes a message from the principal and addresses important announcements, test schedules, counseling information, safety issues, and helpful tips on high school-related topics. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. The school marquee is updated daily with upcoming events information, student recognition announcements, and general reminders. The Kaiser High website and Kaiser High counselor's website are valuable resources of general and detailed information that parents will find helpful. Parents seeking more information or who want to be an active member in the learning community may contact Assistant Principal Kimberly MacKinney at (909) 357-5900.

School Profile

During the 2004-05 school year, Kaiser High School enrolled 2,605 students in ninth through twelve grade on a traditional school year calendar. 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.

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.

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

In 2004-05, district language arts assessment were given twice and math assessments were administered three times throughout the school year. These were curriculum embedded tests, developed by the district, written and aligned with the 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 intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language

District-Administered Assessments Percentage of Students Scoring at Proficient and Advanced Levels				
2002-03				
Grade	9	10	11	12
Reading	N/A	N/A	N/A	N/A
Math	20%	4%	5%	6%
Writing	50%	59%	67%	68%
2003-04				
Grade	9	10	11	12
Reading	33%	24%	33%	43%
Math	19%	9%	9%	7%
Writing	42%	52%	42%	56%
2004-05				
Grade	9	10	11	12
Reading	58%	61%	47%	67%
Math	12%	11%	5%	4%
Writing	58%	61%	47%	67%

Development Test

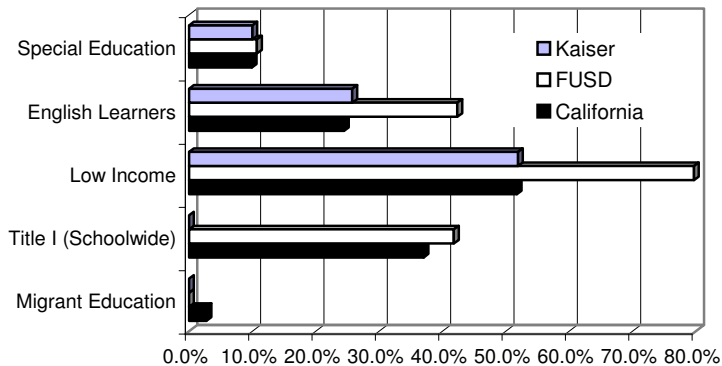
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

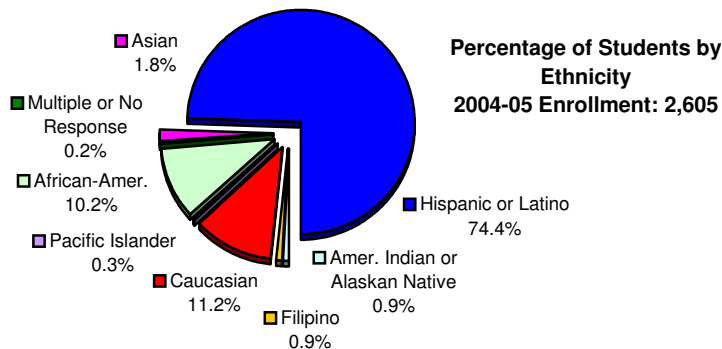
Students at Kaiser High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



**Percentage of Students by Ethnicity
2004-05 Enrollment: 2,605**

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Kaiser			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	35	35		29	29	27	43	43	41
Math	39	41		38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Kaiser			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	22	23	30	18	20	25	35	36	40
Math	9	7	7	24	23	26	35	34	38
Science	10	8	9	11	9	11	27	25	27
History	20	21	22	15	16	18	28	29	32

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

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

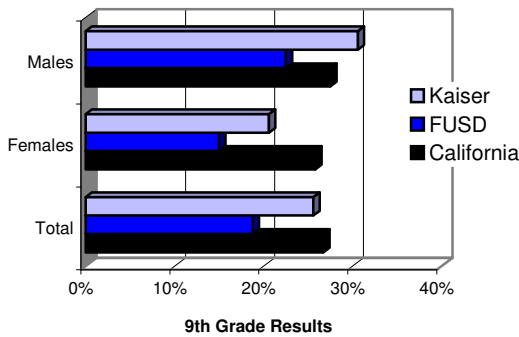
	Kaiser						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	25	52	38		28	*	48
Math	4	0	17		6	*	10
Science	4	12	19		8	*	20
History	15	43	41		19	*	41

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

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05**

	Kaiser					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	24	36	8	25	5	*
Math	8	6	3	6	2	*
Science	12	7	3	8	2	*
History	23	22	7	18	5	*

**Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05**



**California High School Exit Exam
10th Grade Students - March Administration
2004-05**

	Math	English-Language Arts
10th Gr. Enrollment	676	676
Test Takers	623	620
Passing (#)	504	501
Passing (%)	81.0%	81.0%

Academic Performance Index (API)

	API Base			API Growth		
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	98	99	98	99	98
API Base Score	572	605	631	593	620	659
Growth Target	11	10	8	21	15	28
Statewide Rank	3	1	4	Eligible for GPA	No	Unfunded
Similar Schools Rank	6	1	9	Eligible for II/USP	Unfunded	Unfunded

API Significant Subgroup Results

African-Amer.						
API Base Score	555	551	588	API Growth Score	541	574
Growth Target	9	8	6	Actual Growth	-14	23
Hispanic or Latino						
API Base Score	555	596	618	API Growth Score	584	607
Growth Target	9	8	6	Actual Growth	29	11
Caucasian						
API Base Score	652	676	707	API Growth Score	661	704
Growth Target	9	8	6	Actual Growth	9	28
Socioeconomically Disadvantaged						
API Base Score	535	562	645	API Growth Score	549	590
Growth Target	9	8	6	Actual Growth	14	28

CAT/6

The CAT/6 is a standardized norm referenced test, which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Kaiser High is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The fitness chart in this report illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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.

Beginning in the 2005-06 school year, 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. As illustrated in the adjacent CAHSEE table, 81% of Kaiser High's tenth grade students who took the test passed both portions 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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

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

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

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 22.5% of high school students must be proficient in language arts and 20.9% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Kaiser High met all 2005 AYP criteria.

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 are also allowed to transfer to other schools (within their district) that meet AYP. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Kaiser High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Overall School Results	Adequate Yearly Progress (AYP)					
	Kaiser			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	Yes	Yes	No	No	No
Subgroup Results	Subgroup Results					
	Kaiser			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	No	Yes	No
Special Education	No	N/A	Yes	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Kaiser
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 1991; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

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 afternoons. As students arrive each morning and depart in the afternoon, five campus security officers are stationed at the entrance gates, one district resource officer directs traffic flow, and all administrators are circulating around the campus monitoring student activities. During lunch the custodian and one instructional aide supervises the cafeteria while the campus security officers and administrators patrol common areas of the campus supervising student activities. At the beginning of each class period, campus security officers sweep campus areas and restrooms for students who should be in their classes. All administrators, security staff, and custodians carry handheld 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 August 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed

Campus Description	
	Qty.
Year Built	1999
Acreage	40.45 ac
Square Footage	249,144 sf
# of Permanent Classrooms	100
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
Gymnasium	1
Career Center	1
Workability Room	1
Special Education Classes	11
Teacher Work Room	1
Teacher Lunch Room	1
Severely Handicapped Unit	1
Physical Therapy Unit	1
Library	1
Computer Lab	6
Multipurpose Room	1

maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs or maintenance projects. School staff submit work requests to the administrator in charge of facilities for review and prioritization. Upon approval, the administrator forwards the 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.

One full-time day custodian 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 Fontana resource officer, and administrators to ensure the campus remains safe while instruction is in progress. Restrooms are checked at the beginning of each class period by the campus security officers and custodian as part of the campus sweep. The custodian is notified if restrooms need cleaning or restocking. The principal, campus security officers, and custodians maintain communication daily using handheld radios to quickly address maintenance and safety issues.

The district's maintenance department inspects Kaiser High on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 15, 2005; no unsafe conditions or emergency repairs were found.

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 2004-05 school year, Kaiser High did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Kaiser High are guided by school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Students are motivated to understand the importance of good decision-making, coping with and learning from their mistakes, and developing a positive thought process to make better choices when faced with challenging situations.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the administration office. Administrators take into consideration the referred student's past behavioral trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair, firm, and consistent manner.

As students travel between classes, Kaiser High school plays different types of music over the outside intercom system to promote a fun, motivational environment. During the school day, Kaiser High sponsors a daily TV broadcast to share announcements and important news with students. Included in the daily broadcast, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day. These thought-provoking messages are designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Each student is given a student handbook which contains district policies, school rules, and behavioral expectations. Students are expected to carry the handbook at all times and are asked by school staff to refer to the handbook when addressing behavioral issues. At the beginning of the school year, students and parents are required to sign and return the handbook's acknowledgement page to confirm receipt and review of the Kaiser High handbook.

School Site Inspection	
Most Recent Inspection: September 15, 2005	
Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms*	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

*100% of restrooms functioning properly during 2004-05.

During the first few weeks of school, teachers review components of the student handbook in class. As part of the orientation process, all ninth grade students are required to attend a behavior assembly.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Renaissance assemblies are held at the end of each semester to honor students meeting specific GPA (grade point average) requirements. Approximately 33% of the "Kaiser Cats" student body earn Renaissance privileges. Students demonstrating good citizenship or meeting academic goals are selected by their teacher for Student of the Month; selected students' names are placed on the school marquee and announced in daily broadcasts. Students maintaining perfect attendance are honored and presented special awards at the end of each month. The Senior Awards program at the end of the school year honors scholarship award recipients and individual accomplishments. Outstanding students nominated by their teachers and selected by San Bernardino County Superintendent of Schools' for Student of the Week and Student of the Month are invited to a luncheon and names printed in the local *San Bernardino Sun* newspaper.

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. Athletics programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls. School-sponsored clubs are centered around a variety of student interests. For detailed information about Kaiser High's extracurricular programs, please visit the school's website at www.fusd.net/schools/HighSchool/Kaiser/index.stm and www.kaiserhigh.com.

Class Size & Teaching Load

Kaiser High maintained a schoolwide average class size of 30.2 students for the 2004-05 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution				
Departmentalized Instruction				
Subject	Avg. Class Size	2002-03		
		Number of Classrooms		
		1-20	21-32	33+
English	26.9	19	66	19
Math	32.5	2	21	42
Science	32.0	1	21	25
Social Science	27.5	12	36	20
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		English	32.4	7
Math	33.5		21	39
Science	33.6	3	8	39
Social Science	33.6	2	10	42
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		English	31.9	4
Math	33.2	2	16	48
Science	31.5	2	12	30
Social Science	31.7	3	21	34

	Suspensions & Expulsions		
	Kaiser		
	02-03	03-04	04-05
Suspensions (#)	395	380	431
Suspensions (%)	15.34%	14.86%	16.55%
Expulsions (#)	30	20	41
Expulsions (%)	1.17%	0.78%	1.57%
FUSD High Schools			
	02-03	03-04	04-05
Suspensions (#)	1852	2107	2397
Suspensions (%)	17.25%	18.92%	20.56%
Expulsions (#)	165	157	208
Expulsions (%)	1.54%	1.41%	1.78%

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.

Instructional Time

During the 2004-05 school year, Kaiser High offered 180 days of instruction comprised of 156 regular days, 10 minimum days, and 14 Kaiser Days (shortened school days). School staff utilize minimum days for final exams and state testing. Kaiser Days are used for staff development (50%) and staff collaboration between and among departments (50%).

All instructional minutes offered at Kaiser High during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires high school students to receive 64,800 minutes of instruction; Kaiser High offered a total of 65,068 minutes of instruction for the 2004-05 school year for all grade levels.

Dropouts

Kaiser High School had 62 dropouts recorded for the 2003-04 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, home visits by the community liaison, School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools.

Dropout & Graduation Rates			
	Kaiser		
	01-02	02-03	03-04
Enrollment	2,544	2,575	2,558
No. of Dropouts	83	37	62
Dropout Rate	1.4%	0.7%	3.8%
Graduation Rate	92.5%	89.2%	92.4%
	FUSD		
	01-02	02-03	03-04
Enrollment	10,198	10,735	11,136
No. of Dropouts	297	384	813
Dropout Rate	2.9%	3.6%	7.3%
Graduation Rate	87.5%	84.8%	82.3%
	California		
	01-02	02-03	03-04
Enrollment	1,772,417	1,830,903	1,876,927
No. of Dropouts	47,871	58,189	61,253
Dropout Rate	2.7%	3.2%	3.3%
Graduation Rate	87.0%	86.7%	85.1%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided by the district during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Kaiser High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2004-05 school year, Kaiser High held three staff development days that featured:

- Edusoft Training
- Increasing Literacy Skills in the Content Areas, Focusing on English Learners

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Kaiser High's principal, Mr. Victor Uribe, works closely with the assistant principals and the leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is supported by four assistant principals; each responsible for designated areas of school operations:

- Kim MacKinney, AP - School Plan, Special Education, and Categorical Budgets
- George Matamala, AP - Student Discipline and School Safety
- Roberto Santiago, AP - Master Schedule and Attendance
- Richard Valencia, AP - School Facilities and School Spirit

Principal Uribe has been with the Fontana Unified School District for 18 years, principal of Kaiser High since May 2005, and in the educational field for over 21 years. Prior to joining the Fontana Unified School District, Mr. Uribe served as a teacher and middle school administrator for various schools. Principal Uribe's professional certification include a master's degree in educational administration, a bachelor's degree in liberal arts, a second bachelor's degree in Spanish, Tier I and Tier II administrative credentials, and a Clear Professional Administrative Credential.

Supporting the principal in the decision-making process is the school leadership team, comprised of the principal, assistant principals, department representatives, and one counselor. The leadership team meets once a week and is responsible for oversight of curricular issues, facilities maintenance, schoolwide operations, the school budget, collaborative problem-solving, and staff development. Department chairs and the counselor are a liaison between the leadership team and school staff.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Kaiser High 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 using research-based instructional materials and strategies.

The school's special education program is staffed by 13 special day class teachers and eleven special education aides who provide full-day instruction in special day classes; five resource specialist teachers work with students in their class and in the general education classroom. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

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 September 29, 2005, 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

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. EL students receive instruction based on their level of understanding the English language. Some students may be enrolled in an English Language Development (ELD) course in place of an elective and as a supplement to their regular language arts class. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. State-approved ELD instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Kaiser High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Advancement for Individual Determination (AVID) is an elective class that prepares students for college eligibility and success. The program targets minorities, students who are academically "in the middle", socioeconomically disadvantaged, from rural communities, and others that lack the "college-going" tradition in their families. All students are welcome to participate in this class that offers participation in honors classes, focuses on notetaking skills, organizational skills, and emphasizes math and reading skills/strategies.

Kaiser High hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Before-, during-, and after-school intervention activities include:

- Tutoring: teachers are available for individual tutoring in areas of need. Parents are automatically notified if their student did not pass the CAHSEE exam and encouraged to schedule tutoring sessions.
- Saturday School: at least once a month, Kaiser High holds a four-hour instructional session for 1) students who are making up for lost class time (absences, poor behavior) and 2) for CAHSEE preparation or remediation.
- Cafe Math - voluntary before-school program (7:00 a.m. - 7:20 a.m.) for students who need assistance in math for general coursework or CAHSEE preparation.
- Kaiser Learning Essentials Class: mandatory class in lieu of an elective for those students not passing the CAHSEE exam. Instruction focuses on standards-based skills and subject matter in math and language arts.
- Math Topics/English Topics: elective courses focused on math and language arts enrichment in basic skills and subject matter. Students may voluntarily enroll as a proactive step in preparing for the CAHSEE exam and future coursework.

District Adopted Textbooks (Grade 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

Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

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 adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Students Enrolled in UC/CSU Courses 2003-04		
Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required for UC/CSU Admission	% of Students Enrolled in Courses Required for UC/CSU Admission
11,615	7,695	66.3%

Advanced Placement

In 2004-05, 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 final 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 2004-05			
	No. of Courses	No. of Classes	Enrollment
Fine & Performing Arts	0	0	0
Computer Science	0	0	0
English	2	6	170
Foreign Language	1	4	103
Math	1	2	44
Science	3	3	57
Social Science	5	16	432

Graduates Completing UC/CSU Courses 2003-04		
Number of Graduates	Number of Graduates Who Have Completed All Courses Required for UC/CSU Admission	% of Graduates Who Have Completed All Courses Required for UC/CSU Admission
519	102	19.7%

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

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Regional Occupational Programs 2004-05	
Course	Advisory Chairperson
A+ Certification	Giovanni Caceres
Child Care Occupations	Linda Williams
EKG Monitor Technician	Maria Boucher
Medical Asst. Front Office	Maria Boucher
Medical Asst. Back Office	Maria Boucher
Medical Terminology	Betty Brooks
Product Preparation & Assembly	Cheryl Harris
Printing/Graphics Arts	Pam Tuttle
Teacher Aide	JoAnne Wagner
Warehouse & Distributive Occupations	Chad Barron

SAT Reasoning Test			
	Kaiser		
	02-03	03-04	04-05
Grade 12 Enrollment	592	58	556
Test Takers (%)	34.1%	28.8%	31.5%
Average Verbal Score	430	449	437
Average Math Score	451	472	456
	FUSD		
	02-03	03-04	04-05
Grade 12 Enrollment	2,111	2,183	2,259
Test Takers (%)	25.9%	23.8%	25.5%
Average Verbal Score	430	439	433
Average Math Score	462	471	459
	California		
	02-03	03-04	04-05
Grade 12 Enrollment	385,356	395,194	409,576
Test Takers (%)	36.7%	35.3%	35.9%
Average Verbal Score	494	495	499
Average Math Score	518	519	521

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Kaiser High has difficulty in obtaining qualified substitute teachers from the district's pool. Kaiser High School's three resident substitutes check in each morning at the school office and are available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Kaiser High School's teachers coordinate efforts to cover the absent teacher's class during their prep periods. On rare occasions, classes may be divided and students placed in another class or the school administrators will cover the absent teacher's classes.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Kaiser High makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. An active Student Study Team (SST)

SAT Reasoning Test

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; the scoring range is 200-800. Kaiser High offers a SAT prep course for students to prepare them for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures. SAT test preparation workshops are provided free of charge on weekends and after school.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced to Kaiser High's career technical education programs, partnership academies, work experience program, regional occupational programs, and workability programs at the beginning of their ninth grade term. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type. Counselors follow-up with student progress in meeting high school and post-secondary goals at least once a year.

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.

Career technical education programs are offered at Kaiser High include applied technology, business, and consumer science. 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 Programs (CTE) 2004-05		
Total CTE Course Enrollments: 6,230		
Secondary (Gr. 9-12) CTE Students		
Number of Concentrators	Number of Completers	Completion Rate
4,118	1,068	20.59%
Grade 12 CTE Students		
Number of Completers	Number Earning Diploma	Graduation Rate
585	502	86%

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 SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

Teacher Assignment

For the 2004-05 school year, Kaiser High employed 97 teachers who met all credential requirements in accordance with state guidelines.

Teacher Education Levels 2004-05

	Kaiser	FUSD
	%	%
Doctorate	2.7	1.3
Master's Degree plus 30 or more semester hours	38.4	34.9
Master's Degree	1.8	0.3
Bachelor's Degree plus 30 or more semester hours	36.6	48.6
Bachelor's Degree	17.0	14.3
Less than a Bachelor's Degree	3.6	0.7

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff		FTE
Counselor	6	6.0	
Psychologist	1	1.0	
School Nurse	1	1.0	
Health Assistant	1	1.0	
Adaptive PE Specialist	1	0.1	
Adaptive PE Aide	1	0.1	
LSH	1	0.2	

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

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.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
A.B. Miller	94.3
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Credentials & Assignments

	Kaiser			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	114	105	112	1818	1780	1911
Teachers with Full Credential	101	95	97	1603	1635	1771
Teachers in Alternative Routes to Certification	1	3	14	120	63	168
Pre-Internship	5	4	1	129	47	9
Teachers with Emergency Permits	19	4	2	261	56	34
Teachers with Waivers	1	0	1	23	0	2
Teachers Teaching Outside Subject Area	0	7	7	0	35	60
Teacher Misassignments - Total	N/A	**	1	N/A	**	73
Other Misassignments of Certificated Staff	N/A	1	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	136*	1	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century
Class Size Reduction
Comprehensive School Reform
Early Intervention
Dropout Prevention
Gifted & Talented Education
High Priority Schools
Instructional Materials
Parent Education
Peer Assistance & Review
Reading First
School Improvement
School Safety

Smaller Learning Communities
Special Education
Staff Development
State & Federal Preschool
Supplemental Technology
Tenth Grade Counseling
Title I, III, & V
Tobacco Use Prevention
Career & Vocational Education

Salary Comparison 2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061

Percentage of General Fund Expenditures For:

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05			
Dollars Spent per Student			
Total Expenditures	FUSD	State Average for Districts in Same Category	
		Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127