

Fontana Unified School District

"The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world."

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www.fusd.net

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Kaiser High School

11155 Almond Avenue, Fontana, CA 92337

(909) 357-5900

CDS Code: 36-67710-3630902



Serving Grades Nine through Twelve

Terry Abernathy, Principal

Terry.Abernathy@fusd.net

2012-2013 School Accountability Report Card

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

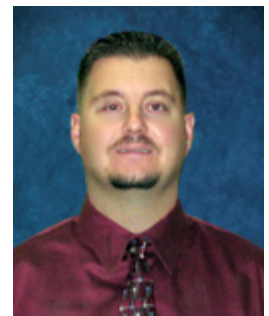
Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

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.

Principal's Message

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 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. Remember, Together We Build, because it takes a group effort to lead our students in the right direction. Daily we 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 and the pride you show for Kaiser High School!



School Profile (School Year 2012-13)

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.

In the 2012-13 school year, Kaiser High School served 2,362 students in grades nine through twelve on a traditional school year calendar. The charts display student enrollment broken down by student group and grade.

Enrollment by Student Group	
2012-13	
	Percentage
African American	6.8%
American Indian	0.3%
Asian	1.4%
Filipino	1.1%
Hispanic or Latino	84.5%
Pacific Islander	0.3%
White	5.1%
Two or More	0.5%
English Learners	47.8%
Socioeconomically Disadvantaged	75.7%
Students with Disabilities	11.2%

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
9th	593	607	646
10th	626	631	612
11th	638	611	565
12th	574	625	537

Discipline & Climate for Learning

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

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are initially referred to their counselor before visiting with an administrator for further intervention. The administrators take into consideration the referred student's past behavior trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair, firm, and consistent manner.

During first period class time, Kaiser High School sponsors a daily TV broadcast to share announcements and important news with students. Before school, during lunch, and as students travel between classes, the school often plays different types of music over the outside intercom system to promote a fun, motivational environment.

Each student is given a student handbook; the handbook contains district policies, school rules, and behavior expectations. Students are expected to carry the handbook at all times. At the beginning of the school year, students and parents are required to sign and return the handbook's acknowledgement page and behavior contract to confirm receipt and review of the Kaiser High handbook. During the first few weeks of school, faculty and students review components of the student handbook in class. Students are required to review the handbook with their parents. As part of the orientation process, all students are required to attend a behavior assembly.

The table displays the total number and percentage of suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	281	231	177	4655	3704	2566
Suspension Rate	11.6%	9.3%	7.5%	11.4%	9.1%	6.4%
Expulsions	4	7	5	52	52	45
Expulsion Rate	0.2%	0.3%	0.2%	0.1%	0.1%	0.1%

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Renaissance assemblies are held twice a year to honor students meeting specific GPA (grade point average) requirements. Approximately 33% of the "Kaiser Cats" student body earn Renaissance privileges. Students maintaining perfect attendance are honored and presented special awards. The Kaiser High School Leadership Team nominates one student for Athletic Student of the Week, and one student of the month is nominated for each department for recognition for their accomplishments. Each student's name and personal achievements are published in the local San Bernardino Sun newspaper.

In October of each year, seniors in the top 1% of their class in academic standing are awarded four-year scholarships to the California State University of San Bernardino. Selection is based upon a student's academic performance during their freshman, sophomore, and junior years. The Senior Awards program at the end of the school year honors all scholarship award recipients and individual accomplishments.

Extracurricular Activities

Kaiser High offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. Approximately 50% of the students participate in one or more of the high school's extracurricular activities programs. Athletic programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls. School-sponsored clubs are centered around a variety of student interests. For detailed information about Kaiser High's extracurricular programs, please visit the school's website at www.fusd.net/schools/HighSchool/Kaiser/index.stm and www.kaiserhigh.com.

Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	11	12	13	11	12	13	11	12	13			
By Subject Area												
English	26	26	18	30	29	52	34	33	45	38	33	27
Math	28	28	25	20	17	28	13	25	17	40	37	45
Science	31	30	27	9	11	13	12	13	36	43	40	27
Social Science	28	29	28	12	12	17	18	15	27	29	32	29

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	104	97	97	1595
Without Full Credentials	4	0	1	17
Working Outside Subject	1	0	0	4

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. *Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.*

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester or year.

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	7	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	7	0	1
Vacant Teacher Positions	1	0	1

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.7%	1.3%
District	99.2%	0.8%
High-Poverty Schools in District	99.2%	0.8%
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, Professional Learning Communities, and Response to Instruction and Intervention. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. For the past three years, the district offered two staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Counseling & Support Staff (School Year 2012-13)

Kaiser High School 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 Intervention Team (SIT) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

In the 2012-13 school year, the district utilized Academic Pathway Advisors (APAs) and Comprehensive Student Support Providers (CSSPs). The APAs provided academic guidance to all middle and high school students. The CSSPs served the district's lowest performing students with specialized support and educational, personal, and behavioral guidance. In the 2012-13 school year, the academic counselor-to-pupil ratio was 1:591. The chart displays support staff available to students in the reporting year.

	Number of Staff	Full Time Equivalent
Academic Pathway Advisor	4	4.0
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.8
Comprehensive Student Support Provider (CSSP)	2	2.0
Health Assistant	1	1.0
Outreach Consultant	1	1.0
Psychologist	2	1.0
School nurse	1	1.0
School Resource Officer	1	1.0
Speech/Language/Hearing Specialist	1	0.6

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 School'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.

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC. The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations. CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Website at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	42	42	46	44	46	46	54	56	55
Mathematics	19	18	14	40	40	40	49	50	50
Science	37	38	45	46	50	50	57	60	59
History/Social Science	39	30	35	35	37	39	48	49	49

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
District	46	40	50	39
School	46	14	45	35
African American/Black	52	12	45	30
Asian	61	35	*	50
Filipino	75	26	*	50
Hispanic or Latino	44	13	45	34
White	54	22	41	47
Males	45	15	50	43
Females	47	13	40	28
Socioeconomically Disadvantaged	44	13	42	31
English Learners	14	4	16	9
Students with Disabilities	15	5	12	11

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

Physical Fitness (School Year 2012-13)

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 is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31.7%	18.7%	39.2%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	4	4	4
Similar Schools	6	6	7
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	10	6	6
Black or African American			
Actual API Change	32	-17	17
Hispanic or Latino			
Actual API Change	15	7	6
White			
Actual API Change	-45	-	-
Socioeconomically Disadvantaged			
Actual API Change	14	3	8
English Learners			
Actual API Change	38	23	23
Students with Disabilities			
Actual API Change	31	37	-8

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,699	735	28,750	757	4,655,989	790
Black or African American	113	743	1,688	730	296,463	708
Asian	21	794	328	870	406,527	906
Filipino	17	868	350	879	121,054	867
Hispanic or Latino	1,434	731	24,697	754	2,438,951	744
White	94	747	1,407	795	1,200,127	853
Two or More Races	11	741	146	747	125,025	824
Socioeconomically Disadvantaged	1,268	727	24,470	753	2,774,640	743
English Learners	813	705	15,976	742	1,482,316	721
Students with Disabilities	176	516	3,888	593	527,476	615

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2008-2009
Year in PI (2013-14)	Year 2	Year 3
# of Schools Currently in PI	-	40
% of Schools Identified for PI	-	93.0%

Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades 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.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

	CAHSEE By Subject for All Grade Ten Students								
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	51	48	59	47	45	56	49	48	57
Mathematics	49	44	56	47	48	58	48	48	60

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	52	26	22	52	34	14
All Students School	51	27	22	52	35	13
Male	53	27	21	48	37	15
Female	49	27	24	48	37	15
African American	48	33	0	50	31	0
Hispanic or Latino	52	26	22	53	35	12
White	48	26	26	45	42	13
English Learners	95	0	1	77	18	0
Socioeconomically Disadvantaged	54	24	21	54	34	0
Students with Disabilities	97	0	0	95	0	0

Completion of High School Graduation Requirements - Class of 2012

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. **Data from the 2011-12 school year is the most recent data available from the CDE.**

Completion of High School Graduation Requirements			
	School	District	State
All Students	570	2,717	418,598
African American/Black	49	229	28,078
American Indian	3	8	3,123
Asian	11	47	41,700
Filipino	5	26	12,745
Hispanic or Latino	453	2,226	193,516
Pacific Islander	2	13	2,585
White	46	163	127,801
Two or More Races	1	2	6,790
English Learners	205	1,134	93,297
Socioeconomically Disadvantaged	45	233	31,683
Students with Disabilities	402	2,024	217,915

Dropout & Graduation Rates

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

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, referral to the School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools. When necessary teachers, the resource officer, and/or home liaison will make home visits to investigate causes for non-attendance.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2012-13 school year was unavailable at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	09-10	10-11	11-12
Dropout Rate	9.2%	8.4%	7.7%
Graduation Rate	88.7%	88.6%	91.4%

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work,

be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	71.1%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	28.1%

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

Advanced Placement Classes (School Year 2012-13)

Kaiser High School offers advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the AP Exams qualify for college credit at most of the nation's colleges. Advanced Placement preparation workshops are offered on designated weekends and after-school.

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	6
Mathematics	4
Science	6
Social Science	4
Totals	23
Percent of Students in AP Courses	8.2%

Career Technical Education Participation (School Year 2012-13)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	995
What percent of the school's pupils complete a CTE program and earn a high school diploma?	90.8%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	60.0%

Career Technical Education (CTE) Programs - Class of 2013

Students are introduced to career technical education programs at Kaiser, including Regional Occupational Programs (ROP) and career pathways. Students in grades nine through twelve receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses.

Regional Occupational Programs (ROP) is offered in partnership with the San Bernardino County Superintendent of Schools. A variety of over 30 different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education. 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 paid and non-paid employment. The following courses are available to students at the school:

Career Pathways - Industry Sectors

- Advanced Academics
- Arts, Media, and Entertainment
- Finance and Business
- Marketing, Sales, and Service
- Public Service
- Transportation

On-campus CTE Courses

- Auto 1A
- Auto 1B
- Auto 2
- Business and Finance 1A
- Business and Finance 1B
- Computer Information Systems/Applications 1A
- Digital Media
- Entrepreneurship
- MIDI/Digital Recording
- TV Production

On-campus ROP Courses

- Advanced Law Enforcement
- Automotive Engine Performance
- Automotive Service
- Customer Service
- Fire Technology
- Fundamentals of Law Enforcement
- Health Information Tech.
- Medical Assisting - Draft
- Medical Core 1
- Stagecraft Construction
- Stagecraft Design

ROP Courses available on other FUSD Campuses:

- Acute Care Nurse Assistant
- Auto Collision Repair
- Automotive Technician
- Bakery Occupations
- Catering
- Child Care Occupations
- Computer Game Design
- Customer Service
- Fashion Design
- Foundations of Information Technology
- Introduction to Health Careers
- Landscape Occupations
- Medical Terminology
- Personal Fitness Trainer
- Professional Dance
- Radio Broadcasting Occupations
- Recording Engineering
- Restaurant Occupations
- Sports Medicine 1
- Veterinary Assistant
- Website Design
- Welding Certification
- Welding Technology
- Computer Business Applications
- American Sign Language 1 (A-G approved)

For more information on career technical programs, ROP, partnership academies, and work experience, contact Tracie Zerpoli, Director of Career Technical Education, at (909) 357-7600 ext 29180 or zerptl@fUSD.net, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Safe School Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in March 2013. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include:

- 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

School Facilities (School Year 2013-14)

Kaiser High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1999, the school sits on 41.45 acres and includes a library, 100 permanent classrooms, 18 portable classrooms, a sports stadium, a gym, a career center, a workability room, eleven special education classes, a teacher lunch room, a teacher work room, a unit for severely handicapped, a physical therapy unit, a computer lab and our multipurpose room. A new Kaiser mural was added thanks to the ASB. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at Kaiser High School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school.

School Facility Conditions				
Date of Last Inspection: 05/04/2013				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			P-K103- AC not working.
Interior	X			Admin Bldg., P-K 102, G 130, G 121, and G 208- Water stain ceiling tile. PK 101- 1 Cracked diffuser. Boys RR and Girls RR- Ceiling tiles missing. P-K 110 and F 114- Trip hazard/carpet is wavy.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Boys RR and Girls RR- Graffiti on walls.
Electrical	X			P-K 105- Inadequate lighting/5 bulbs out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			E112/Faculty Work Room- Paint peeling on eaves at entry.
External (Grounds, Windows, Doors, Gates, Fences)	X			Principal Conference Room- Drinking fountain knob is missing bottom plate disconnected/loose at hallway. P K110- Injury hazard/chain link fence is loose/torn between room. Team Room- Water faucet is leaking outside walkway. Outdoor Courts- Trip hazard/ asphalt cracks on BB courts. P-K 101- Injury hazard/metal stripping is loosed at base of door.

Campus Supervision

Adult supervision is present on the campus as students arrive in the morning, during lunch periods, and when students leave in the afternoon. As students arrive each morning and depart in the afternoon, four district security officers are stationed throughout the campus and administrators circulate around the campus monitoring student activities. During lunch, one district security officer and one noon aide supervise the cafeteria while district security officers and administrators patrol common areas of the campus supervising student activities.

At the beginning of each class period, campus security officers sweep campus areas and restrooms for students who should be in their classes. All administrators, security staff, and custodians carry hand-held radios for effective routine and emergency communications. Kaiser High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Two full-time day custodians and nine full-time evening custodians are assigned to Kaiser High School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by security officers, the school police officer, and administrators to ensure the campus remains safe while instruction is in progress. Restrooms are checked at the beginning of each class period either by administrators, district security officers, or the custodian as part of the campus sweep. The custodian is notified if restrooms need cleaning or restocking. The principal, campus security officers, and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary, who forwards all work orders to the district's maintenance department. The Maintenance Department identifies the scope of each project and assigns the projects 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.

Instructional Materials (School Year 2013-14)

Fontana Unified School District held a public hearing on October 2, 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Title	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	California Algebra 1: Concepts, Skills, and Problem Solving	Glencoe	2008	Yes	0.0%
9th-12th	Algebra II	California Algebra 2: Concepts, Skills, and Problem Solving	Glencoe	2008	Yes	0.0%
9th-12th	English Language Development	Shining Star	Pearson/Longman	2005	Yes	0.0%
9th-12th	English/ Language Arts	Literature & Language Arts	Holt	2003	Yes	0.0%
9th-12th	Geometry	California Geometry Concepts, Skills, and Problem Solving	Glencoe	2008	Yes	0.0%
9th-12th	Science	Chemistry: Matter and Change	Glencoe	2007	Yes	0.0%
9th-12th	Science	Earth Science	Holt	2007	Yes	0.0%
9th-12th	Science	California Biology	Pearson/Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	Modern World History/ The Americans	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Magruder's American	Prentice Hall	2006	Yes	0.0%
9th-12th	Social Science/ History	Economics	Prentice Hall	2007	Yes	0.0%

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

Parent Involvement (School Year 2012-13)

Parents are encouraged to get involved in Kaiser High School's learning community. 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, and orientation meetings provide opportunities for parents to interact with school staff while supporting their child's interests and efforts.

The School Site Council, English Language Advisory Council, Community Advisory Panel, booster clubs, Principal's Parent Advisory Committee, and African American Parent Advisory Council (AAPAC) provide opportunities for parents to have input on curricular programs and the school budget.

School-to-home communication is provided in both English and Spanish. Kaiser High School's newsletter is issued every three months and includes a message from the principal, important announcements, test schedules, counseling information, safety issues, and helpful tips on high school-related topics. TeleParent is an automated phone system used by teachers to send phone messages to parents about their student's progress or behavior at school, or to make a general announcement in 21 different languages. The school website (updated weekly) and guidance website are valuable resources of general and detailed information that parents will find helpful.

Contact Information

Parents seeking more information or who want to be an active member in the learning community may contact Assistant Principal Garth Masik at (909) 357-5900.

Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

District Revenue Sources (Fiscal Year 2012-13)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

District Expenditures (Fiscal Year 2011-12)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2011-12 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Website at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,546
From Supplemental/Restricted Sources	\$1,015
From Basic/Unrestricted Sources	\$4,531
District	
From Basic/Unrestricted Sources	\$3,944
Percentage of Variation between School & District	14.9%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-18.2%

Salary & Budget Comparison (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$41,006	\$41,462
Mid-Range Teachers	\$69,104	\$66,133
Highest Teachers	\$87,206	\$85,735
Elementary School Principals	\$106,115	\$107,206
Middle School Principals	\$108,741	\$111,641
High School Principals	\$122,811	\$122,628
Superintendent	\$190,500	\$225,176
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.0%	38.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2011-12)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$69,374
District	\$71,225
Percentage of Variation	-2.6%
School & State	
All Unified School Districts	\$69,704
Percentage of Variation	-0.5%