



Fontana Unified School District

Henry J. Kaiser High

2022-2023 School Accountability Report Card



SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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DISTRICT INFORMATION
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BOARD OF EDUCATION
Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
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Student Board Member

DISTRICT ADMINISTRATION
Miki R. Inbody
Superintendent
Leslie Barnes, Ed.D
Associate Superintendent,
Business Services
Jennifer Bourgeois, Ph.D.
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Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
Human Resources
Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

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.

Together We Build is our motto, 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. Thank you for being a Kaiser Cat...Remember, KAISER IS #1!

SCHOOL PROFILE

Dedicated administrators, teachers, and school staff are committed to providing a safe, positive, and enjoyable environment where everyone feels included. The "Kaiser Cats" are known throughout the Inland Empire for setting high expectations for students, parents, staff with the mindset that all students will be college and career ready. Kaiser is #1 in unlocking the genius in every child!

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	48.50
Male	51.30
Non-Binary	0.20
American Indian or Alaska Native	0.10
Asian	1.30
Black or African American	4.90
Filipino	1.20
Hispanic or Latino	88.60
Native Hawaiian or Pacific Islander	0.10
White	3.00
Two or More Races	0.90
EL Students	16.80
Foster Youth	0.50
Homeless	2.30
Military	
Socioeconomically Disadvantaged	77.00
Migrant Education	
Students with Disabilities	12.00

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	481
10th	504
11th	498
12th	495
Total	1978

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.70	70.95	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	2.88	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	1.58	19.70	1.15	12,115.80	4.41
Unknown	24.80	24.57	407.00	23.67	18,854.30	6.86
Total Teaching Positions	101.10	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	90.10	89.77	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	3.04	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	1.85	31.90	1.82	11,953.10	4.28
Unknown	5.30	5.33	87.80	5.02	15,831.90	5.67
Total Teaching Positions	100.30	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.90	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	3.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.60	1.80
Total Out-of-Field Teachers	1.60	1.80

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	1.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	0.00

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 6, 2023, and adopted Resolution # 23-32 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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.

Adoption of Instructional Materials

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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 11th-12th / Course: AP Literature / Publisher: WW. Norton & Co. / Series: Norton Introduction to Literature / Adoption: 2016	Yes (State)	0
	Grade: 12th / Course: English/Language Arts / Publisher: The California State University / Series: Expository Reading and Writing Course, 2nd Edition / Adoption: 2013	Yes (State)	0
	Grades: 11th-12th / Course: AP Language / Publisher: Bedford/St. Martin / Series: The Language of Composition / Adoption: 2016	Yes (State)	0
	Grades: 9th-12th / Course: English/Language Arts / Publisher: The College Board / Series: Springboard, English Language Arts for 9-12 / Adoption: 2017	Yes (State)	0
Mathematics	Grades: 9th-12th / Course: Advanced Algebra / Publisher: Cengage/National Geographic Learning / Series: Advanced Algebra with Financial Application / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Intro to College Math / Publisher: McGraw-Hill / Series: Beginning and Intermediate Algebra / Adoption: 2017	Yes (State)	0
	Grades: 9th-12th / Course: Integrated Math / Publisher: Houghton Mifflin Harcourt / Series: Integrated Math Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Pre-Calculus / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: Trigonometry / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Calculus / Publisher: Pearson / Series: Calculus: Graphical, Numerical, Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Statistics / Publisher: W. H. Freeman / Series: The Practice of Statistics / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: Statistics / Publisher: Pearson / Series: Stats in Your World / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: 11th-12th / Course: AP American Government / Publisher: McGraw Hill / Series: American Democracy Now / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP Economics / Publisher: McGraw Hill / Series: Economics: Principles, Problems, and Policies / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: US History / Publisher: McGraw Hill / Series: Impact United States History & Geography: Continuity & Change / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: World History / Publisher: McGraw Hill / Series: Impact World History, Culture & Geography: The Modern World / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: Economics / Publisher: McGraw Hill /	Yes (State)	0

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	3/23/2023
Data Collected:	March 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	H110: 4. CEILING TILES IS MISSING. F 109: 4. FLOOR TILES ARE CRACKED. G 130: 4. FLOORS ARE DAMAGED IN OFFICE AREA. F 208: 4. PLASTER IS CHIPPING ON WALL/ METAL EXPOSED. E 120: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL. D 118, E 110, E 112/ FACULTY WRK RM, G 130, I 201, P- K 107, P- K 111, P-K 102: 4. WATER STAIN CEILING TILES. D 101: 4. WATER STAIN CEILING TILES (POSSIBLE MOLD). Work orders submitted.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	D 120: 7. CONDUIT COVER IS MISSING TOWARDS CEILING. C 202, C 207, C 208, C BLDG/ 2ND FLOOR/ C201, F 201, P- K 109: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. P- K 110: 7. ELECTRICAL COVER IS MISSING BY FIRE EXTINGUISHER. P- K 111: 7. ETHERNET COVER IS LOOSE. P- K 101: 7. ETHERNET OUTLET COVER IS LOOSE. G 209: 7. OUTLET COVER IS BROKEN NEAR ENTRY. D 118: 7. OUTLET COVER IS LOOSE ON WALL/ TAPED. D 111, D 116, E 111, P- K99, TICKET OFC / P-K98: 7. OUTLET COVER IS MISSING. Work orders submitted.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	I 201, I 203/ WRK RM: 11. PAINT IS CHIPPING ON EAVE. Work orders submitted.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	P- K 105: 15. DOOR DOES NOT CLOSE PROPERLY. P- K 110: 15. FENCE IS TORN AND BENT BETWEEN PORTABLES. Work orders submitted.

SCHOOL FACILITIES

Age and Condition of Facilities

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.

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 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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: replace carpet in multiple classrooms, create a Maker Space in Room I113, purchase of storage containers, chain link removal/modifications, re-installation of existing dugout benches in new dugouts, DROPS - Water Conservation Grant drought tolerant landscaping, potable water swap to reclaimed water.

Facility Inspection Results

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 each 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.

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	45	54	34	35	47	46
Mathematics (Grades 3-8 and 11)	19	22	18	21	33	34
Science (Grades 5, 8, and 10)	15	16	16	17	29	30

Assessment Results by Student Group - English Language Arts

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	488	478	97.95	2.05	54.30
Male	253	248	98.02	1.98	46.56
Female	235	230	97.87	2.13	62.61
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	56.52
Filipino	--	--	--	--	--
Hispanic or Latino	432	424	98.15	1.85	53.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	15	93.75	6.25	53.33
Two or More Races	--	--	--	--	--
EL Students	83	81	97.59	2.41	7.41
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	247	98.41	1.59	50.00
Migrant Education	0	0	0	0	0
Students with Disabilities	56	52	92.86	7.14	11.54

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	488	477	97.75	2.25	22.06
Male	253	246	97.23	2.77	25.71
Female	235	231	98.30	1.70	18.18
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	432	422	97.69	2.31	22.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	15	93.75	6.25	6.67
Two or More Races	--	--	--	--	--
EL Students	83	79	95.18	4.82	5.06
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	244	97.21	2.79	21.81
Migrant Education	0	0	0	0	0
Students with Disabilities	56	52	92.86	7.14	1.92

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	990	974	98.38	1.62	15.93
Male	527	521	98.86	1.14	16.54
Female	463	453	97.84	2.16	15.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	880	866	98.41	1.59	14.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	32	96.97	3.03	25.00
Two or More Races	--	--	--	--	--
EL Students	151	146	96.69	3.31	1.37
Foster Youth	--	--	--	--	--
Homeless	34	27	79.41	20.59	22.22
Military	--	--	--	--	--
Socioeconomically Disadvantaged	522	510	97.70	2.30	13.75
Migrant Education	0	0	0	0	0
Students with Disabilities	102	95	93.14	6.86	4.21

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	97	97	97	97	97

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of “C” or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	98.63
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	48.34

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school’s pupils participated in CTE programs?	590
What percentage of the school’s pupils completed a CTE program and earned a high school diploma?	39.5
What percentage of the school’s CTE courses are sequenced or articulated between the school and institutions of post secondary education?	15.4

CAREER TECHNICAL EDUCATION PROGRAMS

Students are introduced to career technical education programs through a wide array of career pathways. Students 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. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses. A variety of 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 using industry standard equipment under the guidance of industry professionals.

The following courses are available to students at the school:

Career Pathways - Industry Sectors

- * Advanced Placement Courses (AP)
- * Arts, Media, and Entertainment
- * Finance and Business
- * Transportation

On-campus 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
- * Advanced Law Enforcement
- * Automotive Engine Performance
- * Automotive Service
- * Game Design/Development
- * Health Information Technician
- * Medical Assisting - Draft

- * Medical Core 1
 - * Stagecraft Construction
 - * Stagecraft Design
 - * Unmanned Aircraft Systems (Drones)
- Courses available on other FUSD Campuses:
- * Acute Care Nurse Assistant
 - * American Sign Language 1 (A-G approved)
 - * Auto Collision Repair
 - * Automotive Technician
 - * Bakery Occupations
 - * Catering
 - * Child Care Occupations
 - * Computer Business Applications
 - * 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

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

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to get involved in Henry J. Kaiser High School's learning community. School staff invite parents to assist and support dances, athletic teams, school events, and drama activities. Back-to-School Night, Academic Awards Nights, 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. BlackBoard Connect 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.

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2090	2041	580	28.4
Female	1008	986	286	29.0
Male	1079	1052	292	27.8
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	2	2	1	50.0
Asian	30	29	2	6.9
Black or African American	100	100	31	31.0
Filipino	23	23	3	13.0
Hispanic or Latino	1853	1807	521	28.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
White	62	60	14	23.3
Two or More Races	18	18	8	44.4
EL Students	376	362	120	33.1
Foster Youth	20	17	7	41.2
Homeless	72	68	36	52.9
Military	--	--	--	--
Socioeconomically Disadvantaged	1623	1583	488	30.8
Migrant Education	0	0	0	0.0
Students with Disabilities	261	249	91	36.5

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	3	3.6	2.2	94.8	94.7	96.3
District	5	5	4.9	89.8	92.1	91.3
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	490	472	96.3
Female	224	219	97.8
Male	266	253	95.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	23	23	100.0
Filipino	--	--	--
Hispanic or Latino	434	417	96.1
Native Hawaiian or Pacific Islander	0	0	0.00
White	18	17	94.4
Two or More Races	--	--	--
EL Students	75	64	85.3
Foster Youth	--	--	--
Homeless	26	25	96.2
Military	--	--	--
Socioeconomically Disadvantaged	455	438	96.3
Migrant Education	--	--	--
Students with Disabilities	49	42	85.7

DROPOUT PREVENTION

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.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.23	4.32	4.93	0.00	0.18	0.05
District	0.06	3.27	3.80	0.00	0.04	0.03
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	4.93	0.05
Female	3.37	0.00
Male	6.30	0.09
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	0.00
Black or African American	10.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.70	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
White	4.84	0.00
Two or More Races	11.11	0.00
EL Students	5.85	0.00
Foster Youth	25.00	0.00
Homeless	6.94	0.00
Military	--	--
Socioeconomically Disadvantaged	5.48	0.06
Migrant Education	0.00	0.00
Students with Disabilities	6.51	0.38

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	282.57

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.1
Other	

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	0
English	7
Fine and Performing Arts	1
Foreign Language	4
Mathematics	4
Science	4
Social Science	14
Totals	36
Percent of Students in AP Courses	24.4

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	23	25	23	22	30	35	19	31	34	15	26	24
Mathematics	25	26	23	14	22	28	13	28	39	20	26	18
Science	25	26	26	13	21	19	6	23	19	23	28	29
Social Science	23	24	24	15	23	22	14	26	25	15	20	25

DISTRICT REVENUE SOURCES

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The 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/es/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9392.66
School: From Supplemental/Restricted Sources	\$ 2082.96
School: From Basic/Unrestricted Sources	\$ 7309.70
District: From Basic/Unrestricted Sources	\$ 4,384.98
Percentage of Variation between School & District	66.7 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-3.9 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 54,697.00	\$ 55,549.60
Mid-Range Teachers	\$ 88,207.00	\$ 80,702.84
Highest Teachers	\$ 118,549.00	\$ 109,417.68
Elementary School Principals	\$ 136,625.00	\$ 137,703.47
Middle School Principals	\$ 139,321.00	\$ 143,759.63
High School Principals	\$ 148,037.00	\$ 159,020.77
Superintendent	\$ 250,000.00	\$ 319,442.91
Teacher Salaries	31.95 %	30.35 %
Administrative Salaries	4.26 %	4.87 %

SCHOOL SITE TEACHER SALARIES

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.

2021-22 Average Teacher Salary	
School	\$ 97974.82
District	\$ 94,894.00
Percentage of Variation between School & District	3.25 %
All Similar School Districts	\$ 87,885.00
Percentage of Variation between School & State	11.48 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't

impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Kaiser High School are guided by school rules and behavior 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 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.

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.