Katella High School
School Accountability Report Card
Reported Using Data from the 2011-12 School Year
Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Katella High School
Street	2200 East Wagner Avenue
City, State, Zip	Anaheim, CA 92806-4933
Phone Number	(714) 999-3621
Principal	Luis M. Lopez
E-mail Address	lopez_l@auhsd.us
CDS Code	30664313033057

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2011-12)
This section provides information about the school, its programs and its goals.

At Katella High School, our mission is to create an environment in which students develop the desire to learn and subsequently become life-long learners. Student learning will generate the skills necessary to function competently with personal, academic, and social success in an increasingly complex global society. The school developed the following ESLRs to fulfill the mission statement:

Graduates will be Productive Global Citizens who develop cultural awareness and tolerance for diversity, practice fairness, promote mutual respect, and take personal responsibility for their decisions and actions.

Graduates will be Critical Thinkers who demonstrate proficiency in logical reasoning, creative problem solving, and inquiry skills; evaluate sources of information for credibility; access, create, apply, and present information via technology.

Graduates will be Academic Achievers who reach academic proficiency in all content areas with an emphasis in math, reading, and writing; strive for career and college-readiness.

In addition to this mission statement and the above ESLRs, the school has adopted a mission to become a reflective learning community as part of a plan to improve student learning and success. The staff, by department, has written pacing guides and common assessments. These are used to continually improve student achievement through the reflective process. Katella is committed to improving instructional strategies using research-based strategies and data-driven decision making, and implementing a shared decision-making process for all programs and strategic planning.

Opportunities for Parental Involvement (School Year 2011-12)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Katella High School strives to move parent participation from awareness to active involvement in the decision making process, as well as actively participating on on-campus and off-campus activities for our students. The Parent Participation Committee plans and coordinates all parent involvement opportunities to make sure they support the visions, mission, and goals of our school. Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, and the School Site Council. Parents are encouraged to be part of their student's education and are welcome to meet with staff members to improve the learning experiences for their student. In addition to these more traditional activities, the school provides unique services through the on-site Parent Center. The Center's bilingual staff members help parents understand the academic procedures and services of the school, and also provide a cultural support system to parents and students. Katella High School partners with GEAR UP, AVID, and Talent Search to offer parents opportunities to learn skills to actively participate in their students' academic life. The addition of the TeleParent system makes it possible for teachers, administrators, and staff to more frequently and completely communicate with parents regarding their child's progress in school, school events, meetings, and opportunities to become involved with the school through membership in PTA, ELAC, School Site Council, booster clubs, and other activities mentioned above. Parents are always welcome to participate on the School Leadership Committee, Parent Planning Committee, and other committee positions. The school publishes and communicates all school information to the community in English and in Spanish to ensure maximum distribution and comprehension.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	768
Grade 10	736
Grade 11	648
Grade 12	614
Total Enrollment	2,766

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	6.7
American Indian or Alaska Native	0.1	Two or More Races	0.3
Asian	3.2	Socioeconomically Disadvantaged	77.9
Filipino	1.2	English Learners	53.8
Hispanic or Latino	86.7	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.3	3	31	40	38.5	22	12	63	34.5	21	9	67
Mathematics	31.2	9	30	33	39.6	9	3	63	41.4	6	1	73
Science	32.6	4	21	35	41.3	5	0	52	42.1	4	2	50
Social Science	33.2	3	15	34	50.3	3	1	49	49	4	1	51

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. The Katella High School plan was last updated in September 2011. The plan was discussed by site staff in October 2011. The School Safety Plan includes a Comprehensive Emergency Preparedness Plan, Discipline Policies and Procedures, and Intervention Programs to create and maintain a positive learning environment. Katella High School is now using RtI as a framework to plan, organize and implement academic and behavioral support strategies to teach and nurture healthy academic and social skills to our students. These strategies include the launching of Positive Behavioral Interventions and Supports (PBIS) strategies in the Spring of 2013.

Katella High School students have the opportunity to participate in a wide variety of activities including: the Bridges Program for non-violence education, College Outreach, Chemical Use Prevention Program, Friday Night Live, Gang Awareness, Project SAY, Red Ribbon Week, Safe/Sober Graduation, SMART team, Social Worker Intern program, Instructional Success Team, School Attendance Review Team, and Tobacco Use Prevention Education. Katella has recently implemented the Ready to Learn Program. Ready to Learn provides intervention counseling to prevent students from falling behind in curriculum and becoming alienated from the social environment of the school. In August, 2007, Katella began the LINK CREW program which orients ninth-graders to the high school environment. The 2010-11 school year welcomed over 300 9th-grade students to the summer orientation.

Katella High School redesigned its security environment. The school perimeter is secured during the school day, and more continuous scrutiny by personnel and a newly added security camera system have helped to diminish discipline incidents. Tardiness for first period classes has dramatically decreased as a result of closer monitoring and enforcement of the discipline policies. An enhanced scrutiny and enforcement of dress code violations has led to a safer and more appropriate learning environment.

To better coordinate services, avoid duplication, and efficiently assign resources, Katella high staff is redesigning the school's organizational structure using Response to Intervention and Instruction (RtI2) as a framework to deliver instructional and behavioral learning and intervention opportunities for our students.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	16.17	8.40	4.23	12.3	10.01	4.55
Expulsions	0.67	0.45	0.25	0.97	0.70	0.52

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November 2012

Katella High School opened in 1966. The 39.1 acre site includes 60 regular classrooms and 32 portable classrooms. There are 26 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes an auditorium, a cafeteria, a media center, two gyms and a pool facility, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in classes. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Katella High School recently completed a large modernization and construction project with an estimated total budget of $39.6 million. The final stages of the modernization project were completed in March of 2009, which included several new classrooms, and converting the media center into four classrooms and one computer lab.

The most recent site inspection was completed on November 09, 2012.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	HVAC deflector cover is off in Registrar's Office. Teacher and students are unable to open doors in Room 2-115 due to back pressure in HVAC chiller.
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Paint is peeling in various rooms. Stained and damaged ceiling tiles in various rooms. Cove base is missing in Rooms 40 and 2-100. Various rooms need interior painting. Hot water heater in Room 45 is not working. Plaster is bare and peeling by windows in Rooms 214-215. Carpet is torn in Room 50. Paint at Kitchen ceiling is peeling. Carpet in Room 63 needs repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[ ]	[X]	Electrical outlet by Assistant Principal's office does not have power. Electrical wiring in Drama Room needs work. Clock is not working in Room 35. Exterior canopy lights for restroom in Room 57 are not working. Emergency exterior main electrical switch by Rooms 56-61 needs repair. Canopy light by boiler room is not working. Exterior canopy light fixture is missing in Student Accounts office. Three exterior lights are not working between Rooms 2-211 and 2-212. Front west lab table in Room 38 is not wired. Light switch in Room 2-106 is not working. Stair light is not working at upper west end of Room 2-217.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	Urinal partition fell of wall in Boys' Restroom by Room B-1. Stage restrooms need paint. Restroom door sign is missing in basketball gym. Sink in Girls' Restroom by Rooms 53-55 is loose from wall. Need faucet replaced in Girls' Restroom by Room 2-100.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[ ]	[X]	Several buildings need exterior painted. Roof leak in teacher's rear office in Room 38. Holes in exterior wall in front of Room 62.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[ ]	[X]	"Faculty Only" Restroom signs are missing from both doors in Main Office and at doors by Rooms 56-61. Front entry reception door does not close to latch. Leaky faucet spigot outside east wall in Main Office. Hallway exit doors in Administration Building do not close fully on both ends. Doors in various areas need paint. Security gate fencing at Boys' Locker Room is damaged. Kiln enclosure needs repair. Mailroom has damaged window glass over entry door. Lock is missing at west drive street gate. Library windows are etched. Door knob fell off in Room 35. Door closer is broken in Room 39; door closer is broken off on west main Cafeteria entry door. Rear door stop needs repair in Room 38. Fence by Auto Shop needs repair. Underground drainage pipes by Rooms 2-100 through Rooms 2-115 are clogged and broken. Blacktop is uneven and cracked by Rooms 2-200 through Rooms 2-217. Lock is missing on main gate by Room 2-115.
Overall Rating	[ ]	[ ]	[X]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	95	100	96	1,281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	5	5	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	5	5	4
Total Teacher Misassignments	5	5	4
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	N/A	N/A

*   High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	692
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

*   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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2008

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Multiple core novels and/or non-fiction books or texts are assigned to students according to grade level curriculum. All students have their own copy of these novels and texts.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Students have access to classroom sets of textbooks.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. Students have access to classrooms sets of textbooks.	Yes	0
Science Laboratory Equipment (grades 9-12)	All science labs at Katella High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$5,826	$1,117	$5,826	$81,057
District	---	---	$5,475	$81,535
Percent Difference: School Site and District	---	---	-13.97%	-0.59%
State	---	---	$5,425	$67,932
Percent Difference: School Site and State	---	---	-13.19%	19.32%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage 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 webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I, Title III, EIA/LEP, ROP, Perkins, and GEARUP funds have all been used to supplement and support core programs and to provide the following:

- A math support class for students identified as needing scaffolding up to the Algebra I level of proficiency
- One-on-one tutoring in math and English
- Three reading teachers to assist in bringing students up to grade level performance
- CAHSEE preparation classes during and after the regular school day
- Support materials, including computer software, hardware, and specialized reading and math applications such as ALEKS, Read 180, Accelerated Reader, and Quizdom
- Fieldtrips and enrichment activities
- Puente and AVID support activities and materials
- Parent center services
- Training for Link Crew
- Drug Use Prevention Programs
- Programs to Prevent Tobacco and Alcohol Use
- AVID, Link Crew, Puente, Bridges, Conferences
- Leadership Training
- Qualifying Katella High School students also participate in Supplemental Educational Services (SES) through the Title I program.
- SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,634	$42,660
Mid-Range Teacher Salary	$84,860	$69,198
Highest Teacher Salary	$97,693	$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$122,243	$121,140
Average Principal Salary (High)	$135,376	$127,707
Superintendent Salary	$236,654	$202,123
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	4%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The 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.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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 Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	41	44	45	48	49	54	52	54	56
Mathematics	20	24	27	31	35	37	48	50	51
Science	37	42	50	53	58	64	54	57	60
History-Social Science	39	39	38	46	49	51	44	48	49

*   Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	37	64	51
All Student at the School	45	27	50	38
Male	43	29	54	46
Female	48	25	45	30
Black or African American	35	13		63
American Indian or Alaska Native				
Asian	65	53	85	56
Filipino	56	56		64
Hispanic or Latino	43	25	47	36
Native Hawaiian/Pacific Islander	58	42		
White	59	32	67	50
Two or More Races				
Socioeconomically Disadvantaged	43	26	47	35
English Learners	7	12	11	7
Students with Disabilities	16	16	47	5
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	40	48	45	49	58	53	54	59	56
Mathematics	43	46	47	52	55	58	54	56	58

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	24	29	42	34	23
All Students at the School	55	28	17	53	36	11
Male	58	27	16	51	38	12
Female	52	29	19	56	35	9
Black or African American						
American Indian or Alaska Native						
Asian	30	25	45	15	45	40
Filipino						
Hispanic or Latino	57	27	16	55	36	9
Native Hawaiian/Pacific Islander						
White	44	31	25	49	33	18
Two or More Races						
Socioeconomically Disadvantaged	57	28	15	57	34	9
English Learners	93	7	0	90	9	0
Students with Disabilities	97	1	1	93	6	1
Students Receiving Migrant Education Services						

*   Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.9	24.3	25

*   Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

API Rank	2009	2010	2011
Statewide	4	4	4
Similar Schools	6	6	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	22	13	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	15	11
Native Hawaiian/Pacific Islander			
White	24	8	11
Two or More Races			
Socioeconomically Disadvantaged	28	14	13
English Learners	12	16	11
Students with Disabilities	28	-18	25

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,990	741	25,547	779	4,664,264	788
Black or African American	20	764	771	762	313,201	710
American Indian or Alaska Native	2		88	788	31,606	742
Asian	58	871	3,228	927	404,670	905
Filipino	26	875	1,103	889	124,824	869
Hispanic or Latino	1,747	729	16,793	733	2,425,230	740
Native Hawaiian/Pacific Islander	11	810	223	795	26,563	775
White	125	804	3,296	834	1,221,860	853
Two or More Races	0		4		88,428	849
Socioeconomically Disadvantaged	1,681	729	18,105	742	2,779,680	737
English Learners	1,086	664	11,909	698	1,530,297	716
Students with Disabilities	194	509	2,573	555	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

Federal Intervention Program (School Year 2012-13)

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 (ELA 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 webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. School Completion and Postsecondary Preparation

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 webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

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 webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	4.8	5.6	6	5.3	10.2	12.3	5.7	16.6	14.4
Graduation Rate	89.59	93.78	91.83	84.57	88.68	82.52	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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.

Group	Graduating Class of 2012		
	School	District	State
All Students	95%	87.8%	---
Black or African American	100%	85.2%	---
American Indian or Alaska Native	100%	100%	---
Asian	96.4%	97.2%	---
Filipino	88.9%	96.8%	---
Hispanic or Latino	94.5%	83.8%	---
Native Hawaiian/Pacific Islander	100%	90.2%	---
White	98.04%	92.6%	---
Two or More Races	na	na	---
Socioeconomically Disadvantaged	93.6%	82.7%	---
English Learners	23.7%	65.9%	---
Students with Disabilities	91.4%	77.2%	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Katella High School has nine career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2011-12 school year, courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Finance & Business; Hospitality, Tourism, and Recreation; Information Technology; Public Services; and Transportation.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	1191
% of pupils completing a CTE program and earning a high school diploma	93.5%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	58.5
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	34

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	0	---
Foreign Language	3	---
Mathematics	1	---
Science	5	---
Social Science	2	---
All courses	16	3.1

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The Katella High School Professional Development Program aims to continue to improve teacher practice and assist teachers in the transition to the use of Common Core State Standards. Our goal is to provide a coherent, connected, and relevant rigorous, grade-appropriate, program to ALL of our students. To accomplish this, our teachers are offered an extensive menu of professional growth opportunities locally, as well as externally.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. Additionally, Katella provides support and training in the common assessment process, Professional Learning Communities, and AVID methodologies. An ongoing effort by teachers focuses on developing and refining their repertoire of teaching strategies. They measure the success of those strategies through the use of quarterly benchmarks that have been created for all of the core subject areas by class and by some of the elective courses. Through Title I professional development funds, teachers are released for 1-4 day periods of time to develop these benchmark exams by course levels. Teachers "unwrapped" the standards, identified which curricula that would best convey the standards content, created pacing guides for a uniform system by course of how and when the curricula would be presented, and designed tests to measure student success in mastering the content. Teachers have begun the process of reflection meetings, in which they collectively analyze the results of those tests to design curriculum adjustment, assessment adjustment, and instructional adjustment. The benchmark process and the reflection meetings are the core of the professional learning community process. Katella regularly conducts broad reflection and recommendations to the staff through a Leadership Team that has meets at least monthly. The Katella High School leadership team has attended an Orange County Department of Education series of workshops on release days throughout the year to learn and practice the process of becoming an effective leadership team. Team member and staff reaction to the workshop effectiveness has been very positive.

Teachers across the disciplines have been released to curricular and methodological workshops that improve their skills. Staff members have presented the content of these workshops to their departments and to the staff-at-large where appropriate. New Advanced Placement (AP) teachers have attended multiple workshops during the school year and summer months. Teachers have afforded themselves the services of a professional consultant for content area benchmark test development. The entire special education staff has attended two workshops during the school year on aligning their courses with the California state standards and core area benchmarks.

Through the support and presence of the GEAR-UP grant, the Katella HS staff are afforded ongoing professional development and support in the areas of English Language Arts and Mathematics.