

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2009-10)

This section provides the school's contact information.

School		District	
School Name	Katella High School	District Name	Anaheim Union High School District
Street	2200 East Wagner Ave.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92806-4933	Web Site	Auhsd.k12.ca.us
Phone Number	714-999-3621	Superintendent	Joseph M. Farley, Ed.D.
Principal	Jason Allemann, Ed.D.	E-mail Address	Farley_j@auhsd.us
E-mail Address	allemann_j@auhsd.us	CDS Code	30664313033057

School Description and Mission Statement (School Year 2008-09)

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 Citizens who practice fairness, promote mutual respect, and take personal responsibility for their decisions and actions;
- They will be Academic Achievers who acquire the essential skills necessary in reading, mathematics, and effective communication in written and oral expression
- They will be Critical Thinkers who demonstrate proficiency in logical reasoning and effective decision-making
- They will be Technology users who develop competency in a variety of technological skills to access, create, maintain, and present information and enrich their academic studies.

In addition to this mission statement and the above ESLRS , the school adopted a mission to become a reflective leaning community as part of their plan to improve student learning and success. The staff has written pacing guides and common assessments. These will be 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 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

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 Parent Center. The Center’s bilingual staff help parents understand the academic procedures and services of the school and provide a cultural support system to the parents and students. The 2009/2010 school year will invite parents the opportunity to participate in the Parent Institute for Quality Education (PIQE). This program offers parents a useful curriculum that is helpful in their students transition from high school to post-secondary education. The addition of the Teleparent service has made it possible for teachers, administrators and staff to more frequently and completely communicate with parents about their children's progress in school, school events, meetings, and opportunities to become involved with the school as a member of PTSA, ELAC, Site Council, booster clubs, and other activities mentioned above. Parents are always welcome to participate in the school leadership committee as well as the WASC committee positions. The school publishes and communicates all information to the community in Spanish and English to ensure maximum distribution and comprehension of information by the parent community.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	800
Grade 10	729
Grade 11	639
Grade 12	581
Total Enrollment	2749

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.60	White (not Hispanic)	10.69
American Indian or Alaska Native	0.22	Multiple or No Response	1.96
Asian	3.24	Socioeconomically Disadvantaged	60.00
Filipino	1.24	English Learners	30.00
Hispanic or Latino	80.28	Students with Disabilities	10.00
Pacific Islander	0.76		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			Avg. Class Size	2007-08			Avg. Class Size	2008-09					
	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	26.7	37	21	32	24.8	58	13	35	26.4	57	9	41		
Mathematics	31.6	9	18	37	30.6	15	20	50	33.8	4	11	38		
Science	33.6	1	16	27	33.8	3	15	32	34.9	2	12	36		
Social Science	34.7	2	10	38	34.7	2	7	30	36.9	1	7	41		

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

School Safety Plans are reviewed on an annual basis. The Katella High School plan was last updated in May, 2009. The plan was discussed by site staff in May, 2009.

The School Safety Plan include a Comprehensive Emergency Preparedness Plan, Discipline Policies and Procedures, and Intervention Programs to create and maintain a positive learning environment.

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.

Katella High School redesigned its security environment and added two additional security personnel. 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	4.6	4.6	21.5	6.0	6.6	16.7
Expulsions	0.5	0.6	0.6	0.9	0.9	1.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Katella High School opened in 1966. The 39.1 acre site includes 60 regular classrooms plus 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 board 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 is concluding a large modernization and construction project with an estimated total budget of \$39.6 million. The new construction was completed November of 2007 with the final occupancy occurring during the winter break. The completion date for the modernization of the previous administration and classroom building occurred in December of 2008 with final occupancy occurring shortly there after. The final stages of modernization were completed in March of 2009 which included converting the media center into four classrooms and one computer lab. The media center modernization brought an updated resource center and library to our students at the end of the 2008/2009 school year.

Future work on the exterior hardscape area of the expansive campus is anticipated to start in January of 2010 and continue through the summer.

The most recent site inspection was completed on December 30, 2009.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Stained and missing ceiling tiles in various areas. Torn carpet in Room 63.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Several light diffusers are missing in various areas. Electrical cover plate is missing in Room 106 and outside of Activities office. Outside light fixture is broken in Practice Gym.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	91	96	92	1304
Without Full Credential	1	2	4	43
Teaching Outside Subject Area of Competence	4	0		---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	8	3	
Total Teacher Misassignments	8	3	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.7	0.3
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.9	0.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	687
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

This information was collected in October 2009.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students have access to core novels. The core novels serve as the textbook.	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.	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
Visual and Performing Arts		
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.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,951	\$3,733	\$5,217	\$79,980
District	---	---	\$5,575	\$78,758
Percent Difference: School Site and District	---	---	-6.4	1.6
State	---	---	\$5,512	\$68,332
Percent Difference: School Site and State	---	---	5.5	17.0

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title I, Title III, Title IV, EIA/LEP, and SB1802 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

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,810
Mid-Range Teacher Salary	\$86,735	\$69,375
Highest Teacher Salary	\$99,631	\$89,104
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	\$129,393	\$120,314
Average Principal Salary (High)	\$146,174	\$126,901
Superintendent Salary	\$237,300	\$198,563
Percent of Budget for Teacher Salaries	40	37.3
Percent of Budget for Administrative Salaries	4.2	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	36	33	36	41	43	44	43	46	50
Mathematics	20	16	19	32	30	28	40	43	46
Science	29	30	35	42	49	51	38	46	50
History-Social Science	20	28	33	36	38	43	33	36	41

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	41	19	47	38
American Indian or Alaska Native	*	*	*	*
Asian	69	49	67	63
Filipino	67	39	*	43
Hispanic or Latino	32	17	31	29
Pacific Islander	41	18	*	*
White (not Hispanic)	52	19	54	48
Male	33	19	37	38
Female	38	19	34	28
Economically Disadvantaged	30	18	30	29
English Learners	5	6	5	7
Students with Disabilities	14	13	10	6
Students Receiving Migrant Education Services	*	*		*

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	36.8	45.4	39.5	48.3	52.7	49.4	48.6	52.9	52.0
Mathematics	50.2	44.7	45.7	55.5	53.9	53.1	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	60.5	23.3	16.2	54.4	34.1	11.5
African American	76.9	15.4	7.7	76.9	15.4	7.7
American Indian or Alaska Native	*	*	*	*	*	*
Asian	44.4	33.3	22.2	14.8	33.3	51.9
Filipino	*	*	*	*	*	*
Hispanic or Latino	64.3	21.4	14.3	57.9	32.8	9.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	40.0	32.9	27.1	42.9	45.7	11.4
Male	63.2	23.7	13.1	52.1	33.9	14.0
Female	57.7	22.9	19.4	56.8	34.3	8.9
Economically Disadvantaged	67.6	20.6	11.8	57.3	32.2	10.5
English Learners	82.9	13.9	3.2	70.6	25.4	4.1
Students with Disabilities	94.3	5.7	0.0	82.9	15.7	1.4
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.6	25.7	39.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2006	2007	2008
Statewide	4	5	4
Similar Schools	6	8	6

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	19	2	10	700
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	22	2	8	682
Pacific Islander				
White (not Hispanic)	27	1	27	772
Socioeconomically Disadvantaged	30	-1	7	677
English Learners	27	2	0	628
Students with Disabilities	79	-8	-14	481

Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	36.4

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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.1	0.7	0.7	0.2	1.7	2.1	3.5	4.4	3.9
Graduation Rate		98.6	96.7	98.9	94.2	90.3	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	85.5%	78.6%	---
African American	90.9%	78.2%	---
American Indian or Alaska Native	66.7%	60%	---
Asian	88.2%	92.1%	---
Filipino	90.9%	95.4%	---
Hispanic or Latino	84.4%	72.3%	---
Pacific Islander	100%	85.2%	---
White (not Hispanic)	88.8%	83.2%	---
Socioeconomically Disadvantaged	89.5%	84.7%	---
English Learners	75.7%	55.2%	---
Students with Disabilities	78.8%	43.1%	---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Katella High School is in the process of identifying current industry pathways that best suit the needs and interests of its diverse student body. During the 2008-2009 school year the following career pathways were offered to the Katella High School student body: Arts, Media & Entertainment, Building Trades & Construction, Education, Child Development, and Family Services, Finance & Business, Hospitality, Tourism, and Recreation, Information Technology, and Public Services.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	1205 Students
% of pupils completing a CTE program and earning a high school diploma	90%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	88%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.1
Graduates Who Completed All Courses Required for UC/CSU Admission	26.6

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	1	---
Science	3	---
Social Science	2	---
All courses	10	3.4

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers participating in the BTSA program in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student 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 be considered highly qualified under NCLB. 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 test 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 a 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.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92