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Katella High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

</div>

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. 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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	Ben Carpenter, Ed.D
E-mail Address	carpenter_b@auhsd.us
Web Site	www.auhsd.us/katella
CDS Code	30664313033057

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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 Curriculum Maps and course-alike Units of Study that are rigorous and relevant and will implement these with fidelity. 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	678
Grade 10	660
Grade 11	695
Grade 12	567
Total Enrollment	2,600

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	3.1
Filipino	1.2
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.4
White	7.0
Two or More Races	0.4
Socioeconomically Disadvantaged	84.8
English Learners	24.6
Students with Disabilities	10.0

A. Conditions of Learning

State Priority: Basic
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 Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	98	98	100	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	7	3	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	4	4	4
Total Teacher Misassignments *	4	7	3
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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	English language arts (ELA) textbooks were adopted in 2002-03: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British). All students have access to ELA textbooks and core novels. 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. There is one textbook available per student.	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
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 30, 2014.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	
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 Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	50	47	38	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	38
Male	40
Female	36
Black or African American	
American Indian or Alaska Native	
Asian	71
Filipino	
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	
White	39
Two or More Races	
Socioeconomically Disadvantaged	37
English Learners	8
Students with Disabilities	15
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44	45	41	49	54	52	54	56	55
Mathematics	24	27	24	35	37	35	49	50	50
History-Social Science	39	38	30	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	4
Similar Schools	8	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	13	8	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	10	-5
Native Hawaiian/Pacific Islander			
White	8	11	-46
Two or More Races			
Socioeconomically Disadvantaged	14	12	-4
English Learners	16	10	-13
Students with Disabilities	-18	24	-39

Note: "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.

Career Technical Education Programs (School Year 2013-14)

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 2013-14 school year, courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Business & Finance; Hospitality, Tourism, and Recreation; Information Technology; Public Services; and Transportation.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	1050
% of pupils completing a CTE program and earning a high school diploma	91.53%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	72.73
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	29.25

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	45	44	39	53	55	46	56	57	56
Mathematics	47	51	43	58	57	51	58	60	62

Note: Percentages are not calculated 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 (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	23	28	43	34	23
All Students at the School	61	24	15	57	31	11
Male	69	19	12	59	28	13
Female	51	30	19	55	36	10
Black or African American						
American Indian or Alaska Native						
Asian	33	27	40	13	40	47
Filipino						
Hispanic or Latino	62	24	14	60	31	10
Native Hawaiian or Pacific Islander						
White	55	31	14	45	36	19
Two or More Races						
Socioeconomically Disadvantaged	63	23	15	60	30	11
English Learners	96	4	1	89	10	1
Students with Disabilities	97	2	2	97	3	
Students Receiving Migrant Education Services						

Note: Percentages are not calculated 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 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.3	33.1	16.5

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

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 schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Katella High School strives to move parent participation from awareness to active involvement in the decision making process. Parents are encouraged to actively participate in on-campus and off-campus activities for our students. The Committee for Parent Involvement plans and coordinates all parent involvement opportunities to make sure they support the vision, 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 Family 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 to offer parents opportunities to learn how to support their students' academic achievement. 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. The school publishes and communicates all school information to the community in English and in Spanish to ensure maximum distribution and comprehension.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	6.1	5.1	5.0	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	91.70	93.10	92.49	82.11	82.48	84.34	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	**District**	**State**
All Students	87.00	84.19	84.56
Black or African American	77.78	82.48	75.90
American Indian or Alaska Native	100.00	88.89	77.82
Asian	91.67	95.77	92.94
Filipino	100.00	95.24	92.20
Hispanic or Latino	85.75	79.58	80.83
Native Hawaiian/Pacific Islander	125.00	86.36	84.06
White	92.50	89.89	90.15
Two or More Races	100.00	89.10	89.03
Socioeconomically Disadvantaged	90.51	87.67	82.58
English Learners	57.14	52.83	53.68
Students with Disabilities	70.00	59.15	60.31

State Priority: 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

Rate	School			District			State		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	4.0	3.8	3.0	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.1	0.0	0.0	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Katella High School plan was last updated in September 2012. The plan was discussed by site staff in August 2013. 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 and PBIS 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.

The principal, Dr. Carpenter has implemented a new "Keep it Simple" philosophy for the 2013-2014 school year. There are basically two rules all students need to follow; 1. Be where you are supposed to be, and 2. Do what you are supposed to do. This philosophy was introduced to all the students in September 2013 through a series of week-long grade level presentations by Dr. Carpenter. Katella also has instituted daily video announcements to more effectively communicate school-wide expectations to staff and students.

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, 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. 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. With the "Keep it Simple" philosophy the Katella high school campus is a clean, enthusiastic, and safe learning environment.

D. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	34.5	21	9	67	31	18	20	65	31	21	11	58
Mathematics	41.4	6	1	73	32	7	22	52	34	6	14	55
Science	42.1	4	2	50	34	8	9	47	33	8	13	41
Social Science	49	4	1	51	34	8	10	45	30	11	11	40

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	650
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1.8	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,897	$2,015	$5,882	$85,517
District	---	---	$1,852	$85,155
Percent Difference: School Site and District	---	---	217.6	0.4
State	---	---	$4,690	$72,276
Percent Difference: School Site and State	---	---	25.4	18.3

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Title I, EIA/LEP (Now LCFF), ROP, Perkins, and GEARUP funds have all been used to supplement and support core programs and to provide the following:
- Professional development for staff members that support school and district initiatives to increase student achievement
  - A math class, Algebra Core Concepts, designed for students identified as needing scaffolding up to the Algebra I level of proficiency
- One-on-one tutoring in math and English
  - Before and after school tutoring
  - Credit recovery courses
- Two reading teachers to assist in bringing students up to grade level performance
- Support materials, including computer software, hardware, peripherals, and specialized reading and math applications such as Read 180, Accelerated Reader, and Accelerated Math
- Fieldtrips and enrichment activities
- Puente and AVID support activities and materials
- Family Center services and parent outreach activities
  - Instructional assistants, community liaison, and an interpreter
- Training for Link Crew and Link Crew activities
- Drug Use Prevention Programs
- 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.
  - *ES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,150	$42,957
Mid-Range Teacher Salary	$85,797	$69,613
Highest Teacher Salary	$98,662	$89,407
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$126,652	$120,526
Average Principal Salary (High)	$136,840	$129,506
Superintendent Salary	$243,016	$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	6	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	2	---
Science	4	---
Social Science	3	---
All courses	18	0.5

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

The Katella High School Professional Development Program aligns with district initiatives, aims to continue to improve teacher instructional practice, and assists teachers in making the transition to the Common Core State Standards (CCSS). 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. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Katella staff members are supported in their efforts to deliver highly-effective lessons and are guided by administration. The Lesson Design Specialist facilitates a monthly Learning Walk where teachers observe other classrooms in order to help them reflect on their own instructional practice.

Teachers are provided with ongoing opportunities to reflect on and refine their instructional practice through participation in targeted professional development and collaboration in course-alike PLCs. The staff meets regularly during late start days, department meetings, conference periods or release days to receive ongoing professional development that will support the transition to CCSS. Course-alike PLCs collaborate to ensure consistency and alignment of curriculum in specific courses and identify commonalities in classrooms. Teachers meet at least twice monthly during late start days and during release days to discuss student achievement and make recommendations for modifications as needed. Teachers analyze student assessment data to determine the appropriate intervention and/or enrichment to improve literacy and academic achievement for all students. Through Title I professional development funds, teachers are released in order to refine and/or develop Curriculum Maps, Units of Study, and course-alike common assessments. Teachers collectively analyze the results of common assessments to inform and adjust instruction. The collaboration and reflection meetings are the core of the professional learning community process.

Through the support and presence of the GEAR-UP grant, the Katella HS staff members are afforded ongoing professional development and support in the areas of English Language Arts and Mathematics. Classified staff members also have opportunities to participate in training designed to enhance their effectiveness with students. New teachers are required to participate in the Beginning Teacher Support and Assessment (BTSA) program.