

# Katella High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school principal or the district office.

#### DataQuest

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

#### 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 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.

## 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	<a href="http://katella.auhsd.us/">http://katella.auhsd.us/</a>
Grades Served	9-12
CDS Code	30664313033057

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

### School Description and Mission Statement (Most Recent Year)

#### School Vision Statement:

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.

In addition to this mission statement, the school is committed to being a reflective learning community as part of a plan to improve student learning and success. The staff, by departments, 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, by using research-based strategies, data-driven decision making, and implementing a shared decision-making process for all programs and strategic planning.

#### Educational Highlights:

Katella High School is very proud of the increase in Advanced Placement Courses offered in the past two years. During the 2014-15 year, 332 students took 572 exams. The school currently offers the following Advanced Placement courses: Art History, Studio Art, English Language/Composition, English Literature, European History, Psychology, American Government, US History, Calculus, Biology, Environmental Science, Physics, Spanish Language, and Spanish Literature.

Additionally, Katella High School offers a variety of on-campus Career Technical Education (CTE) pathways and Regional Occupational Program (ROP) course offerings, whereby students may graduate with career distinction. The industry sectors include: Hospitality, Tourism, and Recreation; Residential and Commercial Construction; Education, Child Development and Family Services; Public Services Industry; Health Science and Medical Technology; Design, Visual and Media Arts; System Diagnostics and Services; and Media Production Arts.

The Band, Choir, and Drama programs are thriving at Katella under two new directors. Participation in the Choir and Drama among Students With Disabilities is increasing and is showing a cultural shift among the student body to be ever more inclusive.

#### Demographic Information:

Katella High School, located in Anaheim, California, currently serves 2,620 students, of which 72% are socio-economically disadvantaged, 22% are English Learners, and 10% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 88% Hispanic; 5% White; 3% Asian; 1% African-American; and 3% other ethnicities.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	752
<b>Grade 10</b>	684
<b>Grade 11</b>	630
<b>Grade 12</b>	626
<b>Total Enrollment</b>	2,692

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	2.9
Filipino	1.2
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.5
White	5.7
Two or More Races	0.5
Socioeconomically Disadvantaged	86.6
English Learners	23.3
Students with Disabilities	10.4
Foster Youth	0.7

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	93	94	100	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	7	3	6	27

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	4	4	3
Total Teacher Misassignments *	7	3	9
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 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	98.8	1.2
<b>All Schools in District</b>	98.7	1.3
<b>High-Poverty Schools in District</b>	98.6	1.4
<b>Low-Poverty Schools in District</b>	99.4	0.6

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 2015-16)**

**Year and month in which data were collected:** August 2015

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 in-depth 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 October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
<b>Science</b>	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. Students have access to classrooms sets of textbooks.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	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 October 1, 2015.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 1, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Repairs made to ceiling tiles in the theatre. Sink in choir room has been Replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Repairs made to toilet in boys' handicapped stall in restroom by room 2-217. Repairs made to exhaust fan in boys' locker room restroom.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 1, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repairs made to windows in lobby of theatre and media center.

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 1, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	54	44	44
<b>Mathematics</b>	18	28	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>11</b>	592	577	97.5	19	27	41	12
<b>Male</b>	<b>11</b>		297	50.2	25	29	37	9
<b>Female</b>	<b>11</b>		280	47.3	13	26	45	16
<b>Black or African American</b>	<b>11</b>		8	1.4	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>11</b>		2	0.3	--	--	--	--
<b>Asian</b>	<b>11</b>		14	2.4	7	14	50	29
<b>Filipino</b>	<b>11</b>		6	1.0	--	--	--	--
<b>Hispanic or Latino</b>	<b>11</b>		502	84.8	20	28	41	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		36	6.1	17	14	50	19
Two or More Races	11		7	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		510	86.1	20	27	40	12
English Learners	11		126	21.3	61	33	6	0
Students with Disabilities	11		58	9.8	69	22	5	2
Students Receiving Migrant Education Services	11		2	0.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	592	575	97.1	59	23	13	5
Male	11		295	49.8	62	21	12	4
Female	11		280	47.3	55	25	14	5
Black or African American	11		8	1.4	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		14	2.4	36	7	29	29
Filipino	11		6	1.0	--	--	--	--
Hispanic or Latino	11		501	84.6	62	23	11	4
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		36	6.1	33	33	28	6
Two or More Races	11		7	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		509	86.0	60	23	12	5
English Learners	11		125	21.1	93	4	3	0
Students with Disabilities	11		57	9.6	91	7	2	0
Students Receiving Migrant Education Services	11		2	0.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	37	45	61	61	56	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	45
Male	46
Female	44
Black or African American	--
American Indian or Alaska Native	--
Asian	82
Filipino	--
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	46
Two or More Races	--
Socioeconomically Disadvantaged	20
English Learners	9
Students with Disabilities	43
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

### Career Technical Education Programs (School Year 2014-15)

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 2014-15 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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1050
% of pupils completing a CTE program and earning a high school diploma	94.20%
% 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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.78
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.1

### 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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	44	39	38	55	46	49	57	56	58
Mathematics	51	43	41	57	51	49	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	62	24	13	59	33	8
Male	74	21	6	61	30	8
Female	48	29	23	56	36	7
Asian	19	25	56	6	56	38
Hispanic or Latino	65	24	12	62	32	7
White	47	27	27	45	45	10
Socioeconomically Disadvantaged	65	24	11	61	32	8
English Learners	94	6		92	8	
Students with Disabilities	97	3		90	9	1

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.40	33.20	35.80

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), English Learner Advisory Committee (ELAC), 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 offers parents opportunities to learn how to support their students' academic achievement. The BlackBoard 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.10	5.00	3.70	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	93.10	92.49	95.21	82.48	84.34	84.81	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.59	84.11	84.6
Black or African American	100	82.8	76
American Indian or Alaska Native		88.89	78.07
Asian	96	93.83	92.62
Filipino	100	97.03	96.49
Hispanic or Latino	96.16	81.33	81.28
Native Hawaiian/Pacific Islander		76.92	83.58
White	90.16	85.53	89.93
Two or More Races		70	82.8
Socioeconomically Disadvantaged	82.54	58.25	61.28
English Learners	70.54	54.13	50.76
Students with Disabilities	95.23	82	81.36
Foster Youth	--	--	--

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.81	3.05	4.73	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.14	0.04	0.00	0.20	0.13	0.02	0.13	0.10	0.09

### 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	31	18	20	65	31	21	11	58	29	25	16	60
Mathematics	32	7	22	52	34	6	14	55	35	5	11	58
Science	34	8	9	47	33	8	13	41	33	9	13	44
Social Science	34	8	10	45	30	11	11	40	32	10	10	43

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	650
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,475	\$2,148	\$6,328	\$87,408
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	-18.3	-1.1
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	18.3	16.7

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Title I, LCFF, ROP, and Perkins 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
- \*One math teacher to teach Math 3, the beginning level of the integrated math program
- One-on-one tutoring in math and English
- \*Before and after school tutoring
- \*Credit recovery courses
- One reading teacher to assist in bringing students up to grade level performance
- One AVID teacher to assist with the students who strive to meet college entrance requirements
- Support materials, including computer software, hardware, and peripherals
- 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.
- \*SES is also referred to as free Title I after-school tutoring.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,618	\$44,363
Mid-Range Teacher Salary	\$88,470	\$71,768
Highest Teacher Salary	\$101,623	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$126,979	\$121,276
Average Principal Salary (High)	\$133,651	\$133,673
Superintendent Salary	\$245,000	\$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	5	N/A
Social Science	6	N/A
All courses	22	.5

\* Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

The Katella High School Professional Development Program aligns with District Initiatives, aims to continue to improve teacher instructional practice, and assists teachers in the implementation of the most current state adopted 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. 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 Professional Learning Communities (PLCs). The staff meets regularly during late start days, department meetings, conference periods or release days to receive ongoing professional development that will support continued alignment with current state adopted standards. 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.