# Katella High School
## School Accountability Report Card
## Reported Using Data from the 2015-16 School Year
### Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)**

| 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** | http://katella.auhsd.us/ |
| **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 (School Year 2016-17)**

School Vision Statement:
At Katella High School, our mission is to prepare students for life after high school.

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 that is rigorous and relevant that will be implemented 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 2015-16 year, 295 students took 477 exams. The school currently offers the following Advanced Placement courses: English Language/Composition, English Literature, European History, Psychology, American Government, US History, Calculus, Biology, Chemistry, Environmental Science, Physics, and Spanish Language.

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 approximately 2,650 students, of which 81% are socio-economically disadvantaged, and 23% are English Learners. The demographic profile also indicates the following regarding student subgroups: 89% Hispanic; 6% White; 3% Asian; 1% African-American; and 1% other ethnicities.

**Student Enrollment by Grade Level (School Year 2015-16)**

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 714 |
| **Grade 10** | 736 |
| **Grade 11** | 634 |
| **Grade 12** | 535 |
| **Total Enrollment** | 2,619 |

**Student Enrollment by Group (School Year 2015-16)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.9 |
| Filipino | 1.4 |
| Hispanic or Latino | 88.9 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 4.7 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 82.9 |
| English Learners | 23.4 |
| Students with Disabilities | 11.1 |
| Foster Youth | 0.4 |

# 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 |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 94 | 100 | 102 | 1250 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 3 | 6 | 2 | 59 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 4 | 3 | 0 |
| Total Teacher Misassignments * | 3 | 9 | 2 |
| 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 2015-16)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 96.8 | 3.2 |
| **All Schools in District** | 98.0 | 2.0 |
| **High-Poverty Schools in District** | 98.2 | 1.8 |
| **Low-Poverty Schools in District** | 97.0 | 3.0 |

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 2016-17)**

**Year and month in which data were collected:** September 2016

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 September 2016.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student. | Yes | 0 |
| **Mathematics** | 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 |
| **Science** | 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 |
| **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 are adopted as needed by course. Several courses adopted new textbooks in 2015-16, 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 |
| **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 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **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.

A large modernization and construction project was 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 August 18, 2016.

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 18, 2016 | | | | |
|---|---|---|---|---|
| **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 | | | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 18, 2016 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Windows in Lobby are etched with graffiti. Repair work is in progress. |

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

| Year and month of the most recent FIT report: August 18, 2016 | | | | |
|---|---|---|---|---|
| **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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---|---|---|---|---|
| | **School** | | **District** | | **State** | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **English Language Arts/Literacy** | 54 | 56 | 44 | 47 | 44 | 48 |
| **Mathematics** | 18 | 17 | 29 | 29 | 34 | 36 |

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 Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | **Enrolled** | **Tested** | **Tested** | **Standard Met or Exceeded** |
| **All Students** | **7** | -- | -- | -- | -- |
| | **11** | 595 | 583 | 98.0 | 55.8 |
| **Male** | **11** | 316 | 311 | 98.4 | 49.8 |
| **Female** | **7** | -- | -- | -- | -- |
| | **11** | 279 | 272 | 97.5 | 62.5 |
| **Black or African American** | **11** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | **11** | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Asian | 11 | 21 | 21 | 100.0 | 81.0 |
| Filipino | 11 | 11 | 10 | 90.9 | 100.0 |
| Hispanic or Latino | 7 | -- | -- | -- | -- |
| | 11 | 520 | 509 | 97.9 | 52.3 |
| Native Hawaiian or Pacific Islander | 11 | -- | -- | -- | -- |
| White | 11 | 32 | 32 | 100.0 | 75.0 |
| Two or More Races | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 7 | -- | -- | -- | -- |
| | 11 | 462 | 451 | 97.6 | 52.3 |
| English Learners | 11 | 101 | 96 | 95.0 | 1.0 |
| Students with Disabilities | 11 | 66 | 66 | 100.0 | 9.1 |
| Students Receiving Migrant Education Services | 11 | -- | -- | -- | -- |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | -- | -- | -- | -- |
| | 11 | 595 | 583 | 98.0 | 17.1 |
| Male | 11 | 316 | 310 | 98.1 | 16.1 |
| Female | 7 | -- | -- | -- | -- |
| | 11 | 279 | 273 | 97.8 | 18.3 |
| Black or African American | 11 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | -- | -- | -- | -- |
| Asian | 11 | 21 | 21 | 100.0 | 57.1 |
| Filipino | 11 | 11 | 10 | 90.9 | 20.0 |

| Student Group | Grade | Number of Students | | Percent of Students | |
| --- | --- | --- | --- | --- | --- |
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Hispanic or Latino | 7 | -- | -- | -- | -- |
| | 11 | 520 | 509 | 97.9 | 14.9 |
| Native Hawaiian or Pacific Islander | 11 | -- | -- | -- | -- |
| White | 11 | 32 | 32 | 100.0 | 25.0 |
| Two or More Races | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 7 | -- | -- | -- | -- |
| | 11 | 462 | 452 | 97.8 | 15.9 |
| English Learners | 11 | 101 | 96 | 95.0 | |
| Students with Disabilities | 11 | 66 | 65 | 98.5 | 3.1 |
| Students Receiving Migrant Education Services | 11 | -- | -- | -- | -- |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 37 | 45 | 40 | 61 | 56 | 51 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group**
**Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---|---|---|---|---|
| All Students | 732 | 710 | 97.0 | 39.6 |
| Male | 383 | 374 | 97.7 | 42.0 |
| Female | 349 | 336 | 96.3 | 36.9 |
| Asian | 25 | 25 | 100.0 | 72.0 |
| Hispanic or Latino | 661 | 640 | 96.8 | 36.7 |
| White | 26 | 26 | 100.0 | 73.1 |
| Socioeconomically Disadvantaged | 625 | 606 | 97.0 | 37.8 |
| English Learners | 148 | 136 | 91.9 | 7.4 |
| Students with Disabilities | 74 | 69 | 93.2 | 21.7 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)**

Katella High School has eight career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2015-16 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 and Communication Technologies; Public Services; and Transportation.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

**Career Technical Education Participation (School Year 2015-16)**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 1110 |
| % of pupils completing a CTE program and earning a high school diploma | 98.69% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100% |

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.78 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 31.2 |

## 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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **Four of Six Standards** | **Five of Six Standards** | **Six of Six Standards** |
| **9** | 19.9 | 27.1 | 29.4 |

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 (School Year 2016-17)**

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 students. In addition to these more traditional activities, the school provides unique services through the on-site Family Center. The Family Center's bilingual staff members help parents understand the academic procedures and services of the school, and also provides a cultural support system to parents and students. Katella High School offers a Parent Leadership Academy, where volunteer parents teach an 8-week course to fellow parents to learn how to support their students' academic achievement needs. The Blackboard Connect 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 Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** |
| **Dropout Rate** | 5.00 | 3.70 | 1.90 | 8.60 | 8.60 | 7.30 | 11.40 | 11.50 | 10.70 |
| **Graduation Rate** | 92.49 | 95.21 | 95.71 | 84.34 | 84.81 | 87.31 | 80.44 | 80.95 | 82.27 |

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

| Group | Graduating Class of 2015 | | |
|---|---|---|---|
| | **School** | **District** | **State** |
| **All Students** | 97 | 86 | 86 |
| **Black or African American** | 67 | 86 | 78 |
| **American Indian or Alaska Native** | 100 | 69 | 78 |
| **Asian** | 96 | 96 | 93 |
| **Filipino** | 100 | 94 | 93 |
| **Hispanic or Latino** | 98 | 83 | 83 |
| **Native Hawaiian/Pacific Islander** | 50 | 82 | 85 |
| **White** | 95 | 87 | 91 |
| **Two or More Races** | 67 | 90 | 89 |
| **Socioeconomically Disadvantaged** | 73 | 63 | 66 |
| **English Learners** | 62 | 53 | 54 |
| **Students with Disabilities** | 96 | 80 | 78 |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | **2013-14** | **2014-15** | **2015-16** | **2013-14** | **2014-15** | **2015-16** | **2013-14** | **2014-15** | **2015-16** |
| **Suspensions** | 3.1 | 4.7 | 3.8 | 5.4 | 5.4 | 5.6 | 4.4 | 3.8 | 3.7 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2016-17)**

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Katella High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. 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 Positive Behavioral Interventions and Supports (PBIS) as a framework to plan, organize and implement behavioral support strategies to nurture a healthy, supportive environment for our students.

The principal, Dr. Carpenter has implemented a new "Keep it Simple" philosophy for the 2015-16 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.

Katella High Students have the opportunity to participate in a 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. Additionally, the Ready to Learn provides intervention counseling to prevent students from falling behind in curriculum and becoming alienated from the social environment of the school.

Katella High School's perimeter is secured during the school day. Continuous scrutiny by personnel and a security camera system help to support a safe and secure environment. Tardiness for first period classes has dramatically decreased as a result of closer monitoring and enforcement of the discipline policies. 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.

**Federal Intervention Program (School Year 2016-17)**

| 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 | 13 |
| **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 | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 21 | 11 | 58 | 29 | 25 | 16 | 60 | 29 | 25 | 16 | 60 |
| **Mathematics** | 34 | 6 | 14 | 55 | 35 | 5 | 11 | 58 | 35 | 5 | 11 | 58 |
| **Science** | 33 | 8 | 13 | 41 | 33 | 9 | 13 | 44 | 33 | 9 | 13 | 44 |
| **Social Science** | 30 | 11 | 11 | 40 | 32 | 10 | 10 | 43 | 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 2015-16)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 5 | 523 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | N/A |
| **Library Media Teacher (Librarian)** | 0.05 | N/A |
| **Library Media Services Staff (Paraprofessional)** | 1 | N/A |
| **Psychologist** | 1 | N/A |
| **Social Worker** | 0.05 | 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 2014-15)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $9,285 | $2,294 | $6,991 | $90,397 |
| **District** | N/A | N/A | $8,344 | $90,749 |
| **Percent Difference: School Site and District** | N/A | N/A | -16.2 | -0.4 |
| **State** | N/A | N/A | $5,677 | $77,824 |
| **Percent Difference: School Site and State** | N/A | N/A | 23.1 | 16.2 |

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

## Types of Services Funded (Fiscal Year 2015-16)

Title I, Local Control Funding Formula (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
*Before and after school tutoring
*Credit recovery courses
*One 9th grade English teacher 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
*Drug Use Prevention Programs
*AVID, Link Crew, Puente, Bridges, Conferences
*Leadership Training
*Opportunities for parents to attend parenting classes, conferences, and local college visits

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $49,833 | $46,184 |
| **Mid-Range Teacher Salary** | $90,682 | $75,179 |
| **Highest Teacher Salary** | $104,163 | $96,169 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | $133,509 | $124,243 |
| **Average Principal Salary (High)** | $138,901 | $137,939 |
| **Superintendent Salary** | $225,500 | $217,637 |
| **Percent of Budget for Teacher Salaries** | 38% | 35% |
| **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 2015-16)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 1 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 1 | N/A |
| Science | 4 | N/A |
| Social Science | 4 | N/A |
| All courses | 16 | 11.1% |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

**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.