Katella High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 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	Mr. Chuck Hernandez
Email Address	hernandez_r@auhsd.us
School Website	https://katella.auhsd.us
County-District-School (CDS) Code	30664313033057

2022-23 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2022-23 School Overview

School Vision and Mission Statement:
We Are Katella: Embracing, Evolving, Empowering for a Limitless Tomorrow
The Anaheim Union High School District, a partnership of students, parents, staff, and community, will provide each student with a high-quality educational program in a safe, motivating learning environment that promotes: high academic achievement based on a strong foundation of knowledge and skills, development of habits and attitudes for a lifetime of learning, exploration and preparation in a broad range of career and interest areas, and commitment to responsible citizenship.

Educational Highlights:
Katella High School supports students in becoming college and career-ready. Over the last three years, we have increased our CTE offerings and better organized our systems to support students in CTE Pathway completion. The industry sectors include Child Development, Design, Visual and Media Arts, Engineering Design, Food Services & Hospitality, Patient Care, Production & Managerial Arts, Public Safety, Software Systems & Development and Systems Diagnostics, Service & Repair. These additional pathway course offerings necessitate students to make choices between CTE coursework, AP classes, and HP classes.

2022-23 School Overview

Additionally, we have increased our Dual Enrollment courses by embedding them into the school day. Currently, we have embedded dual enrollment cohorts for our freshmen and sophomore classes, with the intent of growing next year to the junior year. Dual enrollment courses are also continuing after school, both virtually and in person, in partnership with Fullerton College. These dual enrollment courses allow students to obtain transferable college credit.

Our AIME Program is organized around three tiers, offering businesses several options for providing work-based learning for our students and are offered as virtual, hybrid, or in-person experiences. Current AIME business partners include Disney, JP Morgan Chase, Tait & Associates, and the City of Anaheim.

The Pledge Center provides our students access to representatives from community colleges, four-year and private technical schools; information and guidance about the admissions process and financial aid; one-on-one FAFSA and college application support; scholarship information, internship opportunities, college visits, career speakers, field trips to colleges; over 90% of seniors completed college applications.

Katella High School is recognized as a California Green Ribbon School (CA-GRS). Additionally, Katella holds a State Seal of Civic Engagement and an Award of Excellence as a California Democracy School.

Demographic Information:
Katella High School, located in Anaheim, California, currently serves approximately 2,570 students, of which 91% are socio-economically disadvantaged, 18.9% are English Learners, and 13% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 91.08% Hispanic, 3.05% White, 2.52% Asian,1.56% African-American, .88% Filipino, and approximately 1% other ethnicities.

Katella High School has 111 teachers, 6 counselors, 2 social workers, a social worker intern, 2 full-time Family Center staff, 2 full-time psychologists, 2 speech-language pathologists, 5 administrators, 81 classified employees, 15 food service staff and 2 resident substitutes. Additionally, we have partnerships with outside agencies which help support our students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	665
Grade 10	661
Grade 11	651
Grade 12	646
Total Enrollment	2,623

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.0
Asian	2.5
Black or African American	1.6
Filipino	0.9
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	3.0
English Learners	22.2
Foster Youth	0.4
Homeless	4.1
Migrant	0.0
Socioeconomically Disadvantaged	87.3
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.40	72.06	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	0.74	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.20	7.09	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	20.50	20.11	226.00	18.73	18854.30	6.86
Total Teaching Positions	101.90	100.00	1206.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 November 17, 2022.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action 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, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	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

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. Deep cleaning, including 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 October 12, 2022.

Year and month of the most recent FIT report	October, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			The floor on the west end of the bleachers is warped.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof Leaking all over the place can't contain it with just a bucket. The ceiling has a crack that goes from the center of the kitchen to the west door.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The black top on the south end of room 800 has a metal rod sticking out. Please repair the hole by the second light post on the north end of the parking lot. Please repair the hole on the east side of parking spot number 28. Please repair the hole on the east side of parking spot number 28.

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	621	595	95.81	4.19	47.17
Female	325	315	96.92	3.08	52.43
Male	296	280	94.59	5.41	41.24
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	63.64
Black or African American	13	12	92.31	7.69	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	565	545	96.46	3.54	46.34
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	47.06
English Learners	104	90	86.54	13.46	5.68
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	43.75
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	517	496	95.94	4.06	46.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	81	75	92.59	7.41	8.11

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	621	596	95.97	4.03	8.95
Female	325	314	96.62	3.38	8.65
Male	296	282	95.27	4.73	9.29
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	16.67
Black or African American	13	12	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	565	545	96.46	3.54	8.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	17.65
English Learners	104	94	90.38	9.62	1.06
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	5.56
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	517	498	96.32	3.68	8.27
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	81	76	93.83	6.17	4.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	9.81	15.4	28.33	28.29	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1245	1159	93.09	6.91	15.4
Female	602	572	95.02	4.98	15.98
Male	643	587	91.29	8.71	14.83
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100	0	28
Black or African American	21	19	90.48	9.52	16.67
Filipino	13	12	92.31	7.69	27.27
Hispanic or Latino	1133	1057	93.29	6.71	14.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	37	90.24	9.76	21.62
English Learners	182	165	90.66	9.34	0
Foster Youth	--	--	--	--	--
Homeless	64	55	85.94	14.06	14.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1036	965	93.15	6.85	14.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	140	127	90.71	9.29	3.31

2021-22 Career Technical Education Programs

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 2017-18 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1553
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	72
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.85
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	51.24

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	49%	55%	56%	54%	55%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 administration and Family Center staff plan and coordinate all parent involvement opportunities to make sure they support the vision, mission, and goals of our school.

Parents are participants in the School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent Parent Advisory Committee (SPAC), Community School Site Team, as well as in the Parent Leadership Academy (PLA). Some other activities include 9th Grade Parent Orientation, Coffee with the Principal, Parent Learning Walks, Back-to-School Night, Open House, Parent Leadership Academy, and quarterly parent meetings with our School Social Worker. Quarterly parent workshops are topical and include a social-emotional component. These opportunities provide information, resources, and strategies for parents to help their students throughout high school. The parent workshops are offered in English and Spanish. The counseling department holds parent nights at each grade level and has begun to hold mandatory parent meetings for at-risk students.

The Family Center staff acts as a liaison between the school, community, and the family by scheduling appointments and facilitating communication between staff and Spanish-speaking parents. The Family Center also provides school and community resource information. Katella has a full-time Family and Community Engagement Specialist (FACES) who works with families to find resources for parents and students, particularly our highest-need students. The FACES also attends district-level meetings, participates in parent committees, and coordinates parent workshops. Katella High School also counts with the support of a full-time Community Liaison. The Community Liaison also assists with the Aeries data system, connecting parents with resources in the community as well as supporting the FACES during meetings and any other parent involvement events. The Family Center staff work to educate parents in the use of and information available in the Aeries program.

Katella High School offers a Parent Leadership Academy, where volunteer parents teach a 4-week course to fellow parents to learn how to support their student's academic achievement needs. The Aeries Communication system, known as ParentSquare, makes it possible for teachers, administrators, and staff to more frequently and completely communicate with parents regarding their student's progress in school, school events, meetings, and opportunities to become involved. The school publishes and communicates all school information to the community in English and in Spanish to ensure maximum

2022-23 Opportunities for Parental Involvement

distribution and comprehension. Additionally, Aeries Student Information System, ParentSquare(our family communication system) and eKadence (our learning management system) training workshops are offered throughout the school year. The new parent workshops, Ready, Set, Go, also serve to build the parents' capacity so they can better support their students and have a positive impact in their students' academic journey.

Finally, Katella High School also has a full-time Community Schools Coordinator and Community Schools Teacher Lead. The Coordinator and Teacher Lead engage families and communities by partnering with them to identify needs to ensure everyone feels included, involved, safe, and welcomed. The Coordinator and the Teacher Lead conduct a yearly Needs and Asset Survey for students, staff and families to be able to share their opinions and feedback. The data from this survey is collected to guide practices, distribution of resources, and to help make data informed decisions for the services offered at our school. Katella High School is creating a Community School Site Team composed of students, staff, parents, and community members in order to share leadership and work in collaboration with making decisions for our school in order to support our students as whole.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.6	3.1		3.2	3.6		8.9	7.8
Graduation Rate		97.2	94.6		92.3	92.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	648	613	94.6
Female	290	281	96.9
Male	358	332	92.7
American Indian or Alaska Native	0	0	0.0
Asian	14	13	92.9
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	592	560	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	21	95.5
English Learners	187	168	89.8
Foster Youth	--	--	--
Homeless	84	78	92.9
Socioeconomically Disadvantaged	619	586	94.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	77	65	84.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2797	2733	845	30.9
Female	1322	1292	419	32.4
Male	1475	1441	426	29.6
American Indian or Alaska Native	2	1	0	0.0
Asian	73	70	4	5.7
Black or African American	45	44	13	29.5
Filipino	24	24	2	8.3
Hispanic or Latino	2541	2485	796	32.0
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	15	15	8	53.3
White	88	85	22	25.9
English Learners	642	628	243	38.7
Foster Youth	20	18	7	38.9
Homeless	148	140	67	47.9
Socioeconomically Disadvantaged	2468	2419	780	32.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	384	378	156	41.3

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.99	1.86	2.45
Expulsions	0.03	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.65	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.65	0.00
Female	1.66	0.00
Male	3.53	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.74	0.00
Black or African American	4.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	3.41	0.00
English Learners	4.05	0.00
Foster Youth	5.00	0.00
Homeless	1.35	0.00
Socioeconomically Disadvantaged	2.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.77	0.00

2022-23 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. The School Safety Plan was reviewed November 2022. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	43	14	61
Mathematics	31	25	10	58
Science	34	12	7	51
Social Science	27	24	3	53

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	27	10	61
Mathematics	34	15	9	59
Science	37	5	5	55
Social Science	31	9	18	40

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	29	47
Mathematics	29	18	17	51
Science	33	4	12	50
Social Science	29	11	16	44

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	437.17

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,162	$5,199	$8,963	$100,497
District	N/A	N/A	10,543	$98,524
Percent Difference - School Site and District	N/A	N/A	-16.2	2.0
State	N/A	N/A	$6,594	$85,856
Percent Difference - School Site and State	N/A	N/A	30.5	15.7

2021-22 Types of Services Funded

Title I, Title IV, 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 Integrated Math 1, the beginning level of the integrated math program
Before and after school tutoring
Credit recovery courses
One 9th grade English 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
Field trips and enrichment activities
Puente and AVID support activities and materials
Family Center staff, services, and parent outreach activities
Support for Community Schools Coordinator and Liaison
Instructional assistants, community liaison, and an interpreter
Drug use prevention programs
AVID, Puente conferences
Leadership training
Opportunities for parents to attend parenting classes, conferences, and local college visits
Multi-tier system of Supports implementation support; system analysis, data screening, and provision, and intervention resource provision

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,602	$55,947
Mid-Range Teacher Salary	$93,635	$90,080
Highest Teacher Salary	$119,824	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$144,438	$146,364
Average Principal Salary (High)	$156,492	$164,633
Superintendent Salary	$284,644	$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	3
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

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. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

Over the last three years there has been professional development directed at the social-emotional needs of our students and staff. Many of our Katella staff have participated in Mindfulness training and have implemented mindfulness practices into their classrooms, starting off each day with a mindful activity or mindful breathing exercise. Katella implemented a Social-Emotional Focus Focus Group in 2019 focusing on the social-emotional well-being of our students and staff. This focus group has carried out PD's on mindfulness as well as providing students and staff a "Weekly Wellness Tips From a Teacher" digital poster and video during the 2020-2021 virtual year. This benefited students and staff with the encouragement and motivation to keep going and achieving in the virtual environment. A Mindfulness infographic page has been added to the Katella Student Planner.

In September of 2019, the staff received professional development and an introduction to Thrively. Thrively is an online educational tool that provides a personalized learning platform that uncovers students' strengths and interests, helping them discover their purpose, builds skills, and creates personal impact. All Katella students took the Thrively Strength Assessment that measured and relayed each student's strengths and interests. Teachers then have access to their class's strengths profile and are able to use that to develop lessons focused on their class's strengths and interests making instructions more personal and relevant. Weekly Thrively lessons were performed during advisement time in 2019 that focused on the 5th "C", Character/Compassion. Due to the pandemic, half of Katella's population will be introduced to Thrively and will be taking the Strength's Assessment this Fall. Professional development in the 5 C's continued but with more focus on intentional implementation, as well as a means to monitor and measure student progress. In January of 2019 staff PD studied the 5 C's indicators and how they could be used to measure student achievement in the 5 C's. Another tool, Teach FX, was introduced as a tangible measure of student talk time (communication) and collaboration. PD during the 2020-2021 virtual school year focused on educational tech tools to help increase student engagement and student support in a virtual environment.

SWD Professional Development: Teacher-led PD was presented to the SDC and RSP co-teaching pairs both this school year and last. The purpose of the meeting was to distinguish between various SPED programs for SWD, common eligibility criteria, distinguish between accommodations and modifications, examples of modifications, and suggestions on how to use planning time. Co-teaching pairs were paid 10 hours for co-planning time over the summer. Department chairs have reported that there have been better relationships and communication between co-teachers and the hope is that this will lead to higher grades for our co-taught students.

In addition to what the district provides, Katella High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10