

Katella High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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

2023-24 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	https://www.auhsd.us

2023-24 School Description and Mission Statement

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.

Additionally, we have increased our Dual Enrollment courses by embedding them into the school day. Currently, we have embedded dual enrollment cohorts. 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, and 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, and field trips to colleges.

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.

2023-24 School Description and Mission Statement

Demographic Information:

Katella High School, located in Anaheim, California, currently serves approximately 2,587 students, of which 87.3% are socio-economically disadvantaged, 22.2% are English Learners, and 13.4% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 91.1% Hispanic, 3% White, 2.5% Asian, 1.6% African-American, .9% Filipino, and approximately .5% Two or More Races.

Katella High School has 110 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 3 resident substitutes. Additionally, we have partnerships with outside agencies that help support our students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	651
Grade 10	659
Grade 11	656
Grade 12	621
Total Enrollment	2,587

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	51.9%
American Indian or Alaska Native	0.1%
Asian	2.7%
Black or African American	1.5%
Filipino	0.9%
Hispanic or Latino	90.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.4%
White	3.1%
English Learners	24.4%
Foster Youth	0.6%
Homeless	3%
Socioeconomically Disadvantaged	89.7%
Students with Disabilities	14.2%

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)	84.30	81.13	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.20	7.93	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	32.80	2.50	11953.10	4.28
Unknown	11.30	10.93	106.80	8.11	15831.90	5.67
Total Teaching Positions	104.00	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.70
Misassignments	7.20	7.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.20	8.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	13.5	9.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.4	1.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023.

Year and month in which the data were collected

September 13, 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. Students are given a choice of opting out of a physical copy of the textbook to use a digital copy/eBook.	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. Students are given a choice of opting out of a physical copy of the textbook to use a digital copy/eBook.	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	Yes	0

	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.		
Foreign Language	World Language textbooks are adopted as needed by the course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. We have adopted new textbooks for French and non-native Spanish classes by Vista Higher Learning this year. A class set of actual texts in the classroom and students have access to their vtext via clever and the vista site, which is vhlcentral. Chemin I-IV for French. Senderos I - IV is the textbook for Spanish classes. 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

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 9, 2023.

Year and month of the most recent FIT report	October, 2023
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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 south end is warped. Planned Action Taken: Repair the floor on the south end.

School Facility Conditions and Planned Improvements

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		The ceiling has a crack that goes from the center of the kitchen to the west door. The ceiling in the hallway that leads to the gym has water damage. Planned Action Taken: Repair the ceiling in the kitchen and in the hallway.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		The lift on the east end gets caught on the floor when it is brought down. The floor needs to get leveled. Planned Action Taken: Level the floor.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	46	43	42	47	46
Mathematics (grades 3-8 and 11)	9	11	23	24	33	34

2022-23 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	633	610	96.37	3.63	46.22
Female	297	288	96.97	3.03	51.39
Male	336	322	95.83	4.17	41.56
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	568	547	96.30	3.70	45.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	52.94
English Learners	76	68	89.47	10.53	7.35

Foster Youth	0	0	0	0	0
Homeless	20	17	85.00	15.00	47.06
Military	30	29	96.67	3.33	34.48
Socioeconomically Disadvantaged	559	541	96.78	3.22	45.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	80	90.91	9.09	15.00

2022-23 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	633	608	96.05	3.95	11.22
Female	297	286	96.30	3.70	11.23
Male	336	322	95.83	4.17	11.21
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	41.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	568	545	95.95	4.05	9.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	16.67
English Learners	76	72	94.74	5.26	4.17
Foster Youth	0	0	0	0	0
Homeless	20	17	85.00	15.00	0.00
Military	30	29	96.67	3.33	3.45
Socioeconomically Disadvantaged	559	539	96.42	3.58	10.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	80	90.91	9.09	3.75

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.40	20.27	28.29	28.38	29.47	30.29

2022-23 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	1236	1208	97.73	2.27	20.55
Female	620	606	97.74	2.26	20.50
Male	616	602	97.73	2.27	20.60
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	45.95
Black or African American	20	19	95.00	5.00	31.58
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	1112	1089	97.93	2.07	19.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	40	90.91	9.09	25.00
English Learners	146	143	97.95	2.05	2.82
Foster Youth	--	--	--	--	--
Homeless	24	21	87.50	12.50	19.05
Military	31	29	93.55	6.45	10.34
Socioeconomically Disadvantaged	882	860	97.51	2.49	20.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	153	146	95.42	4.58	8.97

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1507
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.2
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.85
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	46.82

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	77	85	85	85	86

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.

2023-24 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 on 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 works to educate parents on 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

2023-24 Opportunities for Parental Involvement

school publishes and communicates all school information to the community in English and in Spanish to ensure maximum 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 on 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, and 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 a 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.1	3.1	3.7	2.9	3.6	4.1	9.4	7.8	8.2
Graduation Rate	96.2	94.6	93.8	90.9	92.4	91	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	592	555	93.8
Female	322	307	95.3
Male	270	248	91.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	14	14	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	537	503	93.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	22	20	90.9
English Learners	116	96	82.8
Foster Youth	--	--	--
Homeless	40	34	85.0
Socioeconomically Disadvantaged	561	525	93.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	74	59	79.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2724	2672	755	28.3
Female	1306	1279	391	30.6
Male	1416	1392	363	26.1
Non-Binary	2	1	1	100.0
American Indian or Alaska Native	10	4	0	0.0
Asian	75	72	9	12.5
Black or African American	41	41	11	26.8
Filipino	24	24	3	12.5
Hispanic or Latino	2453	2419	700	28.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	14	13	4	30.8
White	94	86	25	29.1
English Learners	679	671	218	32.5
Foster Youth	26	24	14	58.3
Homeless	101	100	47	47.0
Socioeconomically Disadvantaged	2494	2465	727	29.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	395	384	159	41.4

C. Engagement

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.65	4.26	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.26	0
Female	2.22	0
Male	6.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.33	0
Black or African American	2.44	0
Filipino	8.33	0
Hispanic or Latino	4.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	4.26	0
English Learners	6.63	0
Foster Youth	11.54	0
Homeless	4.95	0
Socioeconomically Disadvantaged	4.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.85	0

2023-24 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. The School Safety Plan was reviewed in November 2022 and will be reviewed again in February 2023. 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	28	14	50	31
Mathematics	28	15	42	32
Science	29	9	33	29
Social Science	30	10	20	39

2022-23 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	431.17

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$102,980
Percent Difference - School Site and District	N/A	N/A	-16.2	2.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	30.5	15.7

Fiscal Year 2022-23 Types of Services Funded

Title I, Title IV, Local Control Funding Formula (LCFF), Community School funding, Prop 28, ROP, and Perkins funds have all been used to supplement and support core programs and to provide the following:

Various services receive funding to support school and district initiatives aimed at enhancing student achievement. These include professional development for staff members aligned with educational objectives, such as the employment of a math teacher for Integrated Math 1, before and after-school tutoring, credit recovery courses, and additional English teachers to elevate student performance. Funds also contribute to the implementation of programs like AVID, Puente, and drug use prevention, as well as supporting field trips, enrichment activities, and leadership training. The allocation extends to technology and instructional materials, hiring additional teachers for arts education, and providing resources for a multi-tier system of support. Moreover, financial support facilitates teacher conferences, after-school collaboration pay, and various supplementary learning opportunities. Funding is also directed towards community engagement, with allocations for community liaison roles, bilingual instructional aides, and a Community Schools Coordinator. Additionally, funds address facility needs to foster a positive campus environment, supporting initiatives like Neutral Ground and PBIS.

- 50% of 5 C/Tech Coach salary
- Teacher Conferences and subs
- After-school teacher/staff pay for collaboration
- Support additional professional learning in arts content areas
- Yearly library order
- Math/English/Science Credit Recovery
- College and Career-Related Field Trips - Puente, AVID
- AVID Tutors
- Hire additional teachers and staff to supplement and support arts education instruction
- Provide hourly teacher pay for supplemental arts education.
- Instructional materials
- Graphic Arts
- Physical Education
- Purchase additional materials/equipment for arts courses to improve student experiences and access to course material
- Books and reference material
- Purchase and maintain technology and/or supplemental technology materials/equipment.
- 4 Bilingual Instructional Aide Salaries
- Community Schools
- Family Center allocation
- Family and Community Engagement Specialist salary
- Employ a full-time Community Schools Coordinator.
- Employ a part-time Community Schools Teacher Lead
- Neutral Ground and PBIS
- Tobacco-Use Prevention Education
- Improve and address facility needs to support a positive campus

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$57,124	\$57,234
Mid-Range Teacher Salary	\$97,960	\$95,467
Highest Teacher Salary	\$125,357	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$153,476
Average Principal Salary (High)	\$161,969	\$173,198
Superintendent Salary	\$284,644	\$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18.5
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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	0
Foreign Language	3
Mathematics	3
Science	4
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	