

Katella High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	30664313033057

2024-25 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

2024-25 School Description and Mission Statement

School Vision and Mission Statement: We Are Katella: Embracing, Evolving, Empowering for a Limitless Tomorrow

At Katella High School, we are dedicated to fostering a community where students, families, staff, and the wider community work in partnership to create an inclusive and motivating learning environment. Our mission is to provide every student with a high-quality education that not only builds a solid foundation of knowledge and skills but also nurtures habits and attitudes that will support a lifetime of learning. We are committed to preparing students for a broad range of career paths and interests, empowering them to become responsible, engaged citizens in a rapidly changing world.

2024-25 School Description and Mission Statement

Educational Highlights:

Katella High School is committed to equipping students for success in both college and career pathways. Over the past three years, we have significantly expanded our Career and Technical Education (CTE) offerings and streamlined systems to support student success in CTE Pathway completion. These pathways span diverse industry sectors including 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 expanded offerings allow students to tailor their learning by choosing between CTE coursework, Advanced Placement (AP) classes, and Honors Program (HP) courses.

In response to student demand and to enhance college readiness, Katella High School has integrated Dual Enrollment courses into the regular school day, offering both virtual and in-person options. These courses enable students to earn transferable college credit while completing their high school studies.

The AIME Program at Katella High School provides invaluable work-based learning opportunities across three tiers, offering flexible virtual, hybrid, or in-person experiences. Our program boasts partnerships with leading organizations, including Disney, JP Morgan Chase, Tait & Associates, and the City of Anaheim, which allow students to gain hands-on experience in their chosen fields.

The Pledge Center serves as a hub for students seeking guidance on higher education and career pathways. Students have access to representatives from community colleges, four-year universities, and private technical schools, with support on college admissions, financial aid, FAFSA applications, scholarships, internships, college visits, career speakers, and field trips.

The Family Center at Katella High School serves as a vital resource for our students and their families. It provides support services such as assistance with accessing community resources, parent education programs, and workshops designed to empower families. The center focuses on fostering strong partnerships between home and school, ensuring that families are well-equipped to support their children's academic and social development. Staffed by a dedicated team, the Family Center helps connect families to essential services and opportunities, contributing to the overall well-being and success of our students.

As a proud California Green Ribbon School (CA-GRS), Katella High School exemplifies our commitment to sustainability and environmental awareness. In addition, we hold the State Seal of Civic Engagement and have earned the prestigious Award of Excellence as a California Democracy School, recognizing our dedication to fostering active and informed citizenship.

Demographic Information:

Located in Anaheim, California, Katella High School serves a diverse student body of approximately 2,500 students. Of our student population, 87.2% are socio-economically disadvantaged. The student demographics are as follows: 90.7% Hispanic, 2.6% White, 2.2% Asian, 1.7% African-American, 1% Filipino, and 0.8% identifying as Two or More Races. Additionally, 22.2% of our students are English Learners, and 13.4% are Students with Disabilities.

Katella High School is supported by a dedicated team of educators and professionals, including approximately 110 teachers, 6 counselors, 2 social workers, a social work intern, 2 full-time Family Center staff, 2 full-time psychologists, 2 speech-language pathologists, 6 administrators, 81 classified employees, 15 food service staff, and 3 resident substitutes. We also collaborate with various community partners to provide additional resources and support for our students.

Together, we are shaping the future and empowering students to reach their full potential, both inside and outside the classroom.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	631
Grade 10	630
Grade 11	614
Grade 12	625
Total Enrollment	2,500

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
Non-Binary	0
American Indian or Alaska Native	0.4
Asian	3.2
Black or African American	1
Filipino	0.8
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.6
White	2.9
English Learners	26.1
Foster Youth	0.4
Homeless	3
Socioeconomically Disadvantaged	90.6
Students with Disabilities	14.6

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	94.50	85.78	1131.10	84.42	231142.40	100.00
Intern Credential Holders Properly Assigned	0.30	0.30	12.10	0.90	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.10	5.59	55.40	4.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	0.90	41.30	3.09	11746.90	4.23
Unknown/Incomplete/NA	8.10	7.41	99.80	7.45	14303.80	5.15
Total Teaching Positions	110.10	100.00	1340.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.70	1.6
Misassignments	7.20	7.50	4.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.20	8.20	6.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.9
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.50	9.4	5.2
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	1.2	0.2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All content areas use standards-aligned, state- and district-adopted textbooks and instructional materials. Teachers play an active role in selecting textbooks at the district level through an established curriculum cycle. Comprehensive training is provided on both the primary textbooks and the ancillary materials, which are specifically designed to address the language and learning needs of students. These resources ensure that all students, regardless of background or ability, receive the support necessary to thrive academically.

This information was collected in December 16, 2024.

Year and month in which the data were collected

December 16, 2024

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. AP Language uses The Language of Composition by BFW publishers from 2019. All students receive their own copies. AP Literature uses Perrine's Literature: Structure, Sound, and Sense from 2008. Students receive their own copies.	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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III	Yes	0

	<p>Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II</p> <p>Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III</p>		
Science	<p>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.</p> <p>The following books were adopted for the 24-25 school year: Living Earth: "Experience Biology: The Living Earth" Publisher Miller & Levine, Savvas Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas Physics of the Universe uses OpenSciEd.org online resource There is one textbook available per student. Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student. The following instructional materials were adopted in 2024 for the high school level: Living Earth- Savvas- Miller & Levine- Experience Biology: The Living Earth. All students have access to the e-text and a physical textbook within the classroom. Chemistry in Earth Systems- Savvas- Experience Chemistry in the Earth System All students have access to the e-text and a physical textbook within the classroom. Physics of the Universe- OpenSciEd HS Science Physics is an open educational resource. Textbooks that support Advanced Placement science courses are adopted as needed, the most recent adoption occurring in 2024, Cengage, Chemistry AP Edition 11th Edition.</p>	Yes	0
History-Social Science	<p>History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks.</p> <p>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.</p>	Yes	0
Foreign Language	<p>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.</p>	Yes	0

Below is the list of districtwide World Language adopted instructional materials:

American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018

American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018

American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018

Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020

Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020

Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020

French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024

French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024

French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024

French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024

AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016

Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016

Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016

Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004

Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004

Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023

Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023

Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024

Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023

Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016

Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016

Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024

Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024

Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024

Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024

Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017

Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996

	<p>(Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>		
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

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

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 17, 2024.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

October, 2024

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		Room 207 - Possible water damage under the carpet. Planned Action Taken: Fix possible water damage under the carpet, in room 207. The floor on the south end is warped. Planned Action Taken: Repair the Gym floor on the south end, that 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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 500 - The metal grate outside of the classroom is broken. Planned Action Taken: Repair the broken metal grate outside of classroom 500 Gym doors - Several screws are stripped and some are missing screws on the hinges. Planned Action Taken: Repair several screws that are stripped and missing on the Gym doors.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	46	42	42	46	47
Mathematics (grades 3-8 and 11)	11	12	24	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	593	577	97.30	2.70	45.99
Female	287	277	96.52	3.48	51.26
Male	306	300	98.04	1.96	41.08
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	540	525	97.22	2.78	44.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	123	118	95.93	4.07	8.47
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	23.81
Military	38	35	92.11	7.89	57.14
Socioeconomically Disadvantaged	536	521	97.20	2.80	43.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	69	90.79	9.21	11.76

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	593	571	96.29	3.71	12.46
Female	287	277	96.52	3.48	10.87
Male	306	294	96.08	3.92	13.95
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	44.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	540	519	96.11	3.89	10.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	123	117	95.12	4.88	1.71
Foster Youth	--	--	--	--	--
Homeless	22	20	90.91	9.09	10.00
Military	38	36	94.74	5.26	5.56
Socioeconomically Disadvantaged	536	515	96.08	3.92	10.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	69	90.79	9.21	0.00

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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.27	21.30	28.38	28.30	30.29	30.73

2023-24 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	1227	1213	98.86	1.14	21.60
Female	586	580	98.98	1.02	20.34
Male	641	633	98.75	1.25	22.75
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	47.62
Black or African American	13	13	100.00	0.00	23.08
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	1112	1099	98.83	1.17	19.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	32.26
English Learners	195	190	97.44	2.56	0.53
Foster Youth	--	--	--	--	--
Homeless	48	47	97.92	2.08	21.28
Military	67	66	98.51	1.49	16.67
Socioeconomically Disadvantaged	872	860	98.62	1.38	22.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	165	158	95.76	4.24	9.49

2023-24 Career Technical Education Programs

Katella High School offers eight career pathways that reflect the diverse needs, interests, and aspirations of our student body. These pathways encompass industries such as 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 courses align with the CTE Model Curriculum Standards, ensuring that students gain the skills needed for both academic success and future careers. We prioritize universal design for learning, ensuring accessibility for all students. Our district evaluates CTE success through metrics such as graduation rates, A-G completion rates, post-secondary enrollment, and career placements. CTE teachers stay updated through regional advisory boards facilitated by Vital Link, ensuring that curricula meet industry needs and trends.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1558
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.8
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	54.04

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.

2023-24 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 requires only participation results 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	50	62	59	62	64

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.

2024-25 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 engage in both on-campus and off-campus activities, with opportunities to participate in the School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent Parent Advisory Committee (SPAC), and more. Activities include orientations, parent learning walks,

2024-25 Opportunities for Parental Involvement

workshops, and grade-level meetings. Workshops, offered in English and Spanish, focus on providing strategies and resources to help parents support their students.

The Family Center staff serves as a liaison between the school, community, and family, offering support in Spanish and connecting families to resources. Our Family and Community Engagement Specialist (FACES) works closely with families, particularly those with the greatest need, and coordinates parent workshops. FACES also attends district-level meetings and participates in committees. Katella High School also provides training for parents in tools like the Aeries system and ParentSquare for better communication between home and school.

The Parent Leadership Academy empowers volunteer parents to support each other's students' academic achievements, while new workshops like the Parent Empowerment Program, build parents' capacity to positively impact their children's education. Katella High School is also developing a Community School Site Team, made up of students, staff, parents, and community members, to ensure collaborative decision-making that supports the whole student.

In addition, Katella High School operates a Community Schools program led by our Community Schools Coordinator and Community Schools Teacher Lead. They work closely with families and community members to identify needs, ensuring that everyone feels involved and supported. They conduct an annual Needs and Asset Survey, using the feedback to guide decisions and resource distribution. This collaborative approach helps foster a strong, inclusive school community and ensures that all students receive the support they need to succeed.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.1	3.7	2.2	3.6	4.1	4.1	7.8	8.2	8.9
Graduation Rate	94.6	93.8	96.0	92.4	91.0	93.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	601	577	96.0
Female	283	269	95.1
Male	318	308	96.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	25	23	92.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	541	519	95.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	18	100.0
English Learners	132	115	87.1
Foster Youth	--	--	--
Homeless	48	44	91.7
Socioeconomically Disadvantaged	580	557	96.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	87	74	85.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2635	2582	784	30.4
Female	1235	1205	400	33.2
Male	1398	1375	382	27.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	--	--	--
Asian	84	82	9	11.0
Black or African American	30	25	5	20.0
Filipino	24	24	3	12.5
Hispanic or Latino	2381	2344	744	31.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	2	13.3
White	77	76	18	23.7
English Learners	723	708	252	35.6
Foster Youth	13	13	8	61.5
Homeless	109	103	41	39.8
Socioeconomically Disadvantaged	2425	2382	733	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	383	379	152	40.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.65	4.26	5.5	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.50	0.00
Female	5.34	0.00
Male	5.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	6.25	0.00
Asian	1.19	0.00
Black or African American	0.00	0.00
Filipino	4.17	0.00
Hispanic or Latino	5.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	2.60	0.00
English Learners	8.58	0.00
Foster Youth	23.08	0.00
Homeless	4.59	0.00
Socioeconomically Disadvantaged	5.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.57	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Katella High School's Safety Plan is reviewed annually to ensure it aligns with current needs. The most recent review took place in February 2024, with another scheduled for January 2025. Input is gathered from staff, students, community groups, and the School Site Council to assess necessary updates. The plan is executed by staff, and at least four safety and

2024-25 School Safety Plan

evacuation drills are conducted each year. Participation in these drills is mandatory for students, teachers, and staff members to ensure readiness in case of an emergency.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26	8	57
Mathematics	29	18	12	51
Science	32	7	7	46
Social Science	30	9	20	35

2023-24 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	416.67

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	3
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,259	\$2,676	\$8,583	\$108,502
District	N/A	N/A	10,142	\$110,806
Percent Difference - School Site and District	N/A	N/A	-16.7	-2.1
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-22.6	3.0

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$61,034	\$62,635
Mid-Range Teacher Salary	\$104,665	\$101,698
Highest Teacher Salary	\$133,937	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$162,013
Average Principal Salary (High)	\$161,969	\$182,697
Superintendent Salary	\$328,935	\$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.7
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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	2
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	4
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

Teachers engage in a range of District in-services, professional development workshops, and conferences designed to deepen their content knowledge and refine their instructional practices. These opportunities are supplemented by four professional development days and weekly late-start meetings, scheduled annually to focus on professional learning activities. Additionally, new teachers are required to participate in a teacher induction program to support their transition. The District and school are committed to providing ongoing training in differentiated curriculum delivery, emphasizing depth and complexity. Teachers are trained to use students' Performance Task Assessments and 5 C's Reflection results to tailor instruction to meet the diverse

Professional Development

needs of their students. Classified staff also have numerous opportunities to enhance their skills and effectiveness in supporting students. All District staff receive continuous support to ensure they are able to deliver highly effective lessons. Teachers and administrators are provided with ample opportunities to assess and realign instructional programs and strategies in line with state curriculum performance and content standards, with a focus on implementing research-based instructional methods.

Over the past three years, significant professional development has centered on addressing the social-emotional needs of both students and staff. Many Katella staff members have participated in Mindfulness training, incorporating mindfulness practices into their classrooms by starting each day with mindful activities or breathing exercises. To foster student engagement, well-being, and a sense of community, all teachers have received professional development in Capturing Kids' Hearts, a program that emphasizes the development of the 5 C's and student voice in the classroom. This program encourages collaboration between students and teachers to create a social contract for classroom management.

As a Community School, we have integrated community school goals into our Performance Task Assessments (PTAs). Teachers were given 10 hours over the summer to create PTAs with a community school component embedded, ensuring alignment with our broader goals for student engagement and support.

Professional development related to the District's Career Preparedness System Framework (CPSF) remains a year-round focus. Professional Learning Communities (PLCs) meet twice a month to collaborate on creating performance task assessments that align with all components of the CPSF: Youth Voice & Purpose, 21st Century Skills, and Technical Skills. A school-wide PTA matrix houses the performance task assessments from each PLC, along with student samples, allowing groups to reflect on student progress.

In the area of ELD/SWD professional development, a teacher-led session at the beginning of the 2024 school year focused on training teachers to identify and monitor special populations of students through Aeries. Teachers were provided with strategies to engage these students, promote their participation in classes, and support their growth in the 5 C's, ultimately leading to improved passing rates among marginal populations. ELD/SWD professional development continues throughout the year during late-start sessions, with both District and school-site workshops.

Katella High School further supports professional growth through weekly development opportunities during Thursday's late-start days. These sessions allow departments, specialized programs, and cross-curricular teams to collaborate and engage in various workshops and conferences aimed at enhancing educational practices.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10		