

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Katella High School	District Name	Anaheim Union High School District
Street	2200 East Wagner Ave.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92806-4933	Web Site	Auhsd.k12.ca.us
Phone Number	714-999-3621	Superintendent	Dr. Elizabeth Novack
Principal	Luis M. Lopez	E-mail Address	Novack_e@auhsd.us
E-mail Address	lopez_l@auhsd.us	CDS Code	30664313033057

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

At Katella High School, our mission is to create an environment in which students develop the desire to learn and subsequently become life-long learners. Student learning will generate the skills necessary to function competently with personal, academic, and social success in an increasingly complex global society. The school developed the following ESLRs to fulfill the mission statement:

- Graduates will be Productive Global Citizens who develop cultural awareness and tolerance for diversity, practice fairness, promote mutual respect, and take personal responsibility for their decisions and actions.
- They will be Critical Thinkers who demonstrate proficiency in logical reasoning, creative problem solving, and inquiry skills; evaluate sources of information for credibility; access, and create, apply, and present information via technology.
- They will be Academic Achievers who reach academic proficiency in all content areas with an emphasis in math, reading, and writing; strive for career and college-readiness.

In addition to this mission statement and the above ESLRS , the school adopted a mission to become a reflective leaning community as part of their plan to improve student learning and success. The staff has written pacing guides and common assessments. These will be used to continually improve student achievement through the reflective process. Katella is committed to improving instructional strategies, using research-based strategies and data-driven decision making, and implementing a shared-decision making process for all programs and strategic planning.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, and the School Site Council. Parents are encouraged to be part of their student's education and are welcome to meet with staff members to improve the learning experiences for their student. In addition to these more traditional activities, the school provides unique services through the Parent Center. The Center's bilingual staff help parents understand the academic procedures and services of the school and provide a cultural support system to the parents and students. The 2011/2012 school year will invite parents to use the supports that the GEAR-UP program can offer our 10th grade families. This program offers parents a useful curriculum that is helpful in their students transition from high school to post-secondary education. Our school partners with GEAR UP, AVID, Talent Search to offer monthly opportunities to learn skills to actively participate in their students' academic life. The addition of the Teleparent service has made it possible for teachers, administrators and staff to more frequently and completely communicate with parents about their children's progress in school, school events, meetings, and opportunities to become involved with the school as a member of PTSA, ELAC, Site Council, booster clubs, and other activities mentioned above. Parents are always welcome to participate in the school leadership committee as well as the WASC committee positions. The school publishes and communicates all information to the community in Spanish and English to ensure maximum distribution and comprehension of information by the parent community.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	721
Grade 10	692
Grade 11	705
Grade 12	572
Total Enrollment	2,690

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4	White	8.7
American Indian or Alaska Native	0.2	Two or More Races	0.3
Asian	3.7	Socioeconomically Disadvantaged	70.8
Filipino	1.2	English Learners	52.8
Hispanic or Latino	83.9	Students with Disabilities	9.5
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.4	57	9	41	32.3	3	31	40	38.5	22	12	63
Mathematics	33.8	4	11	38	31.2	9	30	33	39.6	9	3	63
Science	34.9	2	12	36	32.6	4	21	35	41.3	5	0	52
Social Science	36.9	1	7	41	33.2	3	15	34	50.3	3	1	49

- Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. The Katella High School plan was last updated in September 2011. The plan was discussed by site staff in October 2011.

The School Safety Plan include a Comprehensive Emergency Preparedness Plan, Discipline Policies and Procedures, and Intervention Programs to create and maintain a positive learning environment.

Katella High School students have the opportunity to participate in a wide variety of activities including: the Bridges Program for non-violence education, College Outreach, Chemical Use Prevention Program, Friday Night Live, Gang Awareness, Project SAY, Red Ribbon Week, Safe/Sober Graduation, SMART team, Social Worker Intern program, Instructional Success Team, School Attendance Review Team, and Tobacco Use Prevention Education. Katella has recently implemented the Ready to Learn Program. Ready to Learn provides intervention counseling to prevent students from falling behind in curriculum and becoming alienated from the social environment of the school. In August, 2007, Katella began the LINK CREW program which orients ninth graders to the high school environment, the 2010/2011 school year welcomed over 300 9th grade students to the summer orientation.

Katella High School redesigned its security environment. The school perimeter is secured during the school day and more continuous scrutiny by personnel and a newly added security camera system have helped to diminish discipline incidents. Tardiness for first period classes has dramatically decreased as a result of closer monitoring and enforcement of the discipline policies. An enhanced scrutiny and enforcement of dress code violations has led to a safer and more appropriate learning environment.

To better coordinate services, avoid duplication, and efficiently assign resources, Katella high staff is redesigning the school's organizational structure using RTI2 as a framework to deliver instructional and behavioral learning and intervention opportunities for our students.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	21.58	16.17	0	17.11	12.3	8.40
Expulsions	0.62	0.67	7.99	1.08	0.97	0.45

- The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

Katella High School opened in 1966. The 39.1 acre site includes 60 regular classrooms plus 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 board has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in classes. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Katella High School is concluding a large modernization and construction project with an estimated total budget of \$39.6 million. The new construction was completed November of 2007 with the final occupancy occurring during the winter break. The completion date for the modernization of the previous administration and classroom building occurred in December of 2008 with final occupancy occurring shortly thereafter. The final stages of modernization were completed in March of 2009 which included converting the media center into four classrooms and one computer lab. The media center modernization brought an updated resource center and library to our students at the end of the 2008/2009 school year.

Future work on the exterior hardscape area of the expansive campus was anticipated to start in January of 2010 but has been postponed due to the fiscal challenges.

The most recent site inspection was completed on October 17, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Stained, broken, loose and missing ceiling tiles in various areas. Sink in Room 43 will not drain. Hole in countertop by sink in Room 42. Patch and paint needed in various areas. Paint is peeling in various locations. Soffit is cracking in Room 53. Sink drips in Room 7-101.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Several lights are out in various areas. Clock is missing in room next to Media Center. Storage room in Room 2-225 is missing an electrical plate. Ceiling in front of Activities Center needs a light or electrical plate installed.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Need cover for clean out in Mens' Restroom by Rooms 56-61. Boys' Restroom by Rooms 103-106 has a broken faucet. Center faucet in Girls' Restroom by Rooms 2-100 -2-115 is loose.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Missing fire extinguishers in several rooms.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Roof leaks in Room 45. Library has roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Doors in various areas stick and slam shut. Windows with graffiti in various areas. East door in Room 62 will not lock. New door in Room 63 needs painted. Cement outside Rooms 37 and 38 is a tripping hazard. Asphalt on west and south sides of gym is a tripping hazard. Planters by two-storied building has loose blocks. East door in Room 2-107 is rubbing. East door in Room 2-206 is rusting. Screws are coming out of hinges at east door in Room 2-217.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	92	95	100	1291.7
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence	0	5	5	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	5	5	5
Total Teacher Misassignments	5	5	5
Vacant Teacher Positions	0	0	0

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

- High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	445
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	0	---

- 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

This information was collected in October 2009.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Multiple core novels and/or non-fiction books or texts are assigned to students according to grade level curriculum. All students have their own copy of these novels and texts.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Students have access to classroom sets of textbooks.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. Students have access to classrooms sets of textbooks.	Yes	0
Science Laboratory Equipment (grades 9-12)	All science labs at Katella High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,305	\$2,945	\$5,360	\$82,487
District	---	---	\$5,564	\$81,859
Percent Difference: School Site and District	---	---	-3.7	0.8
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	-1.7	16.9

- **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I, Title III, Title IV, EIA/LEP, and SB1802 funds have all been used to supplement and support core programs and to provide the following:

- A math support class for students identified as needing scaffolding up to the Algebra I level of proficiency
- One-on-one tutoring in math and English
- Three reading teachers to assist in bringing students up to grade level performance
- CAHSEE preparation classes during and after the regular school day
- Support materials, including computer software, hardware, and specialized reading and math applications such as ALEKS, Read 180, Accelerated Reader, and Quizdom
- Fieldtrips and enrichment activities
- Puente and AVID support activities and materials
- Parent center services
- Training for Link Crew
- Drug Use Prevention Programs
- Programs to Prevent Tobacco and Alcohol Use
- AVID, Link Crew, Puente, Bridges, Conferences
- Leadership Training

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,954
Mid-Range Teacher Salary	\$86,735	\$69,905
Highest Teacher Salary	\$99,631	\$89,464
Average Principal Salary (Middle)	\$126,447	\$121,722
Average Principal Salary (High)	\$139,351	\$128,348
Superintendent Salary	\$237,300	\$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

- For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	36	41	44	44	48	49	49	52	54
Mathematics	19	20	24	28	31	35	46	48	50
Science	35	37	42	51	53	58	50	54	57
History-Social Science	33	39	39	43	46	49	41	44	48

- Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	44	24	42	39
Male	42	25	45	43
Female	47	23	39	34
Black or African American	57	21	0	55
American Indian or Alaska Native	0	0	0	0
Asian	67	60	61	64
Filipino	64	55	0	59
Hispanic or Latino	41	23	39	36
Native Hawaiian/Pacific Islander	0	0	0	0
White	59	21	65	49
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	41	24	39	36
English Learners	6	13	0	11
Students with Disabilities	11	16	11	8
Students Receiving Migrant Education Services				

- Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	39	40	48	49	49	58	52	54	59
Mathematics	45	43	46	53	52	55	53	54	56

- Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	32	45	33	21
All Students at the School	52	29	19	54	34	12
Male	55	31	14	52	34	13
Female	48	28	25	56	34	11
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	33	42	25	29	33	38
Filipino	0	0	0	0	0	0
Hispanic or Latino	55	28	17	57	33	11
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	31	37	32	39	47	14
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	57	27	17	55	34	11
English Learners	92	8	0	85	13	2
Students with Disabilities	94	6	0	96	4	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

- Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19	24.6	27.4

- Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	4	4
Similar Schools	6	6	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	10	22	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	23	14
Native Hawaiian/Pacific Islander			
White	27	24	9
Two or More Races	N/D		
Socioeconomically Disadvantaged	7	28	13
English Learners	0	12	
Students with Disabilities	-14	28	-18

- "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,931	734	26,483	762	4,683,676	778
Black or African American	26	763	830	735	317,856	696
American Indian or Alaska Native	5		85	771	33,774	733
Asian	65	870	3,319	914	398,869	898
Filipino	20	855	1,126	865	123,245	859
Hispanic or Latino	1,650	720	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	10		254	759	26,953	764
White	154	796	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	1,461	718	17,241	723	2,731,843	726
English Learners	185		2,532		1,521,844	707
Students with Disabilities	169	486	2,500	501	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.7	4.8	0.6	2.1	5.3	2.1	4.9	5.7	4.6
Graduation Rate	95.2	89.59	93.78	90.3	84.57	88.64	80.21	78.59	80.44

- The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	89.1	79.8	N/D
Black or African American	61.5	91.0	N/D
American Indian or Alaska Native	100.0	93.3	N/D
Asian	93.3	98.3	N/D
Filipino	100.0	95.4	N/D
Hispanic or Latino	89.7	97.8	N/D
Native Hawaiian/Pacific Islander	100.0	91.0	N/D
White	86.4	89.8	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	100.0	86.2	N/D
English Learners	70.4	58.4	N/D
Students with Disabilities	76.8	59.5	N/D

- "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Katella High School has nine career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2010-2011 school year courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Finance & Business; Hospitality, Tourism, and Recreation; Information Technology; Public Services; and Transportation.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	965
% of pupils completing a CTE program and earning a high school diploma	97
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	59.6
Graduates Who Completed All Courses Required for UC/CSU Admission	34

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	0	---
Foreign Language	3	---
Mathematics	1	---
Science	5	---
Social Science	3	---
All courses	17	3.2

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers participating in the BTSA program in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student 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 be considered highly qualified under NCLB. Additionally, Katella provides support and training in the common assessment process, Professional Learning Communities, and AVID methodologies. An ongoing effort by teachers focuses on developing and refining their repertoire of teaching strategies. They measure the success of those strategies through the use of quarterly benchmarks that have been created for all of the core subject areas by class and by some of the elective courses. Through Title I professional development funds, teachers are released for 1-4 day periods of time to develop these benchmark exams by course levels. Teachers "unwrapped" the standards, identified which curricula that would best convey the standards content, created pacing guides for a uniform system by course of how and when the curricula would be presented, and designed tests to measure student success in mastering the content. Teachers have begun the process of reflection meetings in which they collectively analyze the results of those tests to design curriculum adjustment, assessment adjustment, and instructional adjustment. The benchmark process and the reflection meetings are the core of the professional learning community process. Katella regularly conducts broad reflection and recommendations to the staff through a Leadership Team that meets at least monthly. The Katella High School leadership team has attended an Orange County Department of Education series of workshops on release days throughout the year to learn and practice the process of becoming an effective leadership team. Team member and staff reaction to the workshop effectiveness has been very positive.

Teachers across the disciplines have been released to curricular and methodological workshops that improve their skills. Staff members have presented the content of these workshops to their departments and to the staff-at-large where appropriate. New Advanced Placement (AP) teachers have attended multiple workshops during the school year and summer months. Teachers have afforded themselves the services of a professional consultant for content area benchmark test development. The entire special education staff has attended two workshops during the school year on aligning their courses with the California state standards and core area benchmarks.

Through the support and presence of the GEAR-UP grant, the Katella HS staff are afforded ongoing professional development and support in the areas of English Language Arts and Mathematics.