



NORWALK HIGH SCHOOL

Home of the Lancers

Focus on Learning

SELF-STUDY REPORT

11356 E. Leffingwell Avenue

Norwalk, CA 90650

Norwalk La Mirada Unified School District

April 19-22, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2013 Edition

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California Department of Education**

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Assistant Principal

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Principal's Message

Welcome to Norwalk High School! We are extremely proud of the work that our faculty and staff are doing to ensure that all students graduate ready for both college and careers. We are committed to providing students with an educational experience that provides a rigorous curriculum rooted in the Common Core State Standards, instruction that is engaging and interactive, as well as personalized guidance and support. Common Core is a set of standards developed by the federal government in hopes of unifying education standards nationwide. Beginning in the summer, our teachers work collaboratively to make sure that the upcoming school year will be successful.

One of our school's greatest strengths is our vast array of programs designed to meet the interests and needs of a diverse student body. We pride ourselves on offering a truly comprehensive high school program that encourages students to become involved in their school community. Our rich academic programs like AVID, small learning communities like the Medical Services Careers Academy, and CTE pathways like our Project Lead the Way based engineering curriculum, allow students to see the relevance of what they are learning and apply their skills to 21st century problems. Our vast array of clubs and athletic offerings also give students a well-rounded high school experience that will provide long-lasting memories.

Finally, we believe very strongly that it takes a community effort to educate our students. Parents are our partners, and we encourage their involvement in everything we do. Through monthly parent meetings, a strong relationship with our PTSA, and other regular events, we encourage our parents to engage with our teachers and staff on a regular basis. We are also proud of our partnership with the City of Norwalk which provides a tremendous amount of resources to support our students and their families.

The work that we are doing collaboratively with all stakeholders will ensure that Norwalk High School continues to improve for years to come.

Dr. Ryan Smith, Principal

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Chapter I

Student and Community Profile and Supporting Data and Findings



Norwalk High School and The Norwalk Community



DEMOGRAPHIC DATA

Community

A Brief Description of Our Community Served by the School

Norwalk High School (NHS) began serving the community in 1956. NHS is a comprehensive high school (grades 9-12) located in city of Norwalk, 17 miles southeast of Downtown Los Angeles. NHS, with an enrollment of 2021 students (2013-2014), is one of three high schools serving the local community as part of the Norwalk La Mirada Unified School District (NLMUSD). NLMUSD serves a population over 19,000 students. NLMUSD serves a predominately Hispanic student population. The ethnic demographic of NHS includes 86% Hispanic, 4.5% White, 3% Filipino, 3% African America, 2% Asian, <1% Pacific Islander, <1% reporting two or more races, and <1% not reported. During the 2012-2013 academic school year, 12% of the student population received special education services, 10% received English learner support and 81.3% of students qualified for free or reduced lunch.



Family and Community Trends

Norwalk High serves the community with a population of approximately 106,278. The current ethnic makeup of Norwalk is as follows: 70% Latino, 12% White alone, 12% Asian alone, 4% Black alone, 4% two or more races, 1% Native American or Indian, and <1% (QUICKFACTS CENSUS Databases). In addition, 35.9% of the residents of this neighborhood were born in another country. Most families in Norwalk are lower-middle income, making it a below average income neighborhood. 72.4% of the population has a minimum of a high school diploma. Currently, 11.5% of the children seventeen and under living in this area are living below the federal poverty line, which is a lower rate of childhood poverty than is found in 59.0% of America's neighborhoods.



State and Federal Program Mandates

Norwalk entered its first year of Program Improvement (PI) implementation during the 2012-2013 academic school year. Under PI status, NHS is required to give parent notification of its PI status, school choice, and supplemental services. Norwalk High operates a Title I school-wide program, which provides assistance to all students.

Parent and Community Organization

Norwalk High believes that parents are an integral part of student success. Norwalk High encourages parental and guardian involvement in school and athletic events, volunteering opportunities and committees. Parents are regularly updated with information about the school via newsletters, mailers and messages home. Parent and guardian representation is an integral part of Norwalk High's School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC) and the Western Association of Schools and Colleges (WASC) self-study committee. These groups work to evaluate the school's progress in providing a safe and effective learning environment for all students. During the academic school year, NHS offers parents and guardians many opportunities to interact with staff and students and to learn more about campus activities. Parents and guardians are encouraged to attend several events during the year including Back to School Night, Open House, Title I Parent Meetings, ELAC, PTSA, Back on Track Night, College/FAFSA Night, Monthly CLASS (Community of Lancers for Academic and Student Success) parenting meetings, sporting events, 8th Grade Orientation, Scholarship Night, and Athletic events. Norwalk's website, www.norwalklancers.org offers parents the opportunity to connect with teachers, counselors and administrators. The website has an updated calendar and announcement information to keep parents as up to date as possible on school events and information. Also, teachers are able to connect with parents via Black Board Connect and send regular reports on students' progress. Parents also have access to Parent Portal on Power School to view the most updated report on a student's academic progress and attendance.



Community Foundation Programs

Norwalk High School has formed strong community partnerships that provide students with a multitude of opportunities and support services. Some of the partnerships include the Los Angeles Sheriff's Department, Norwalk Teen Alliance Program, and Collision Repair Education Foundation, and the Teacher's Association of Norwalk La-Mirada. Southeast ROP provides students with exemplary and rigorous career technical education that supports academic achievement, enhances student's economic success and provides businesses and industry with skilled and responsible employees. Many local business such as SoCal Pizza, Starbucks, Frantone's, McDonald's and Shakey's Pizza provide opportunities for our students to fund raise for their clubs and teams.



School and Business Relationships

Norwalk High School enjoys many partnerships with businesses. We have technology partnerships through Project Lead the Way with Cal Poly, which provides certification to our students. Technology companies such as ORACLE, CISCO Network Academy and COMPTIA partner with our web design classes to provide an outlet of technological support to our students. Microsoft also offers certification and assistance with our PLTW Computer Science course curriculum. Local hospital groups, like the Presbyterian Intercommunity Hospital (PIH), assist our Medical Academy students in hosting blood drives on campus. The Collision Repair Ed Foundation has provided support for our auto repair courses including scholarships, grants and internships. Toyota has also been a big supporter of our Auto Repair courses. In addition, our school partners with Kaplan to provide our students additional instruction for the PSATs, SATs, AP and CAHSEE exams. Our Workability Program also gets support from local business by providing job opportunities and experience to our students with special needs.

In order to better prepare our students for college, Cerritos College offers school-based placement exams and they run boot camps for their placement exams. Together with Cerritos College, Norwalk High School is a part of the newly formed “K-16 Bridge” program which is meant to build personalized plans for students to articulate from elementary, to secondary, to college and career with plenty of monitoring and support. Our district is working with the College Board to offer the SATs free to all of our seniors throughout the district. Seniors take the SATs during school in October during “SAT School Test Day.”





WASC Accreditation History for School

Our last Full WASC visit was in October of 2008. This was followed by a 2-day Midterm Progress Review in the Spring of 2011. During that visit, the WASC visiting team determined that progress at NHS was satisfactory and set up the next review to be in the Spring of 2014. Due to a series of administration changes at the site level as well as at the district level, Norwalk High School asked for an extension. This was granted and therefore our visit is scheduled for the Spring of 2015.

School Purpose and Expected Student Learner Results

Vision for Student Achievement:

All students will graduate and be eligible to attend a four-year college or university without the need for remediation. Our students will possess the knowledge, skills, and certifications necessary to be successful in any post-secondary environment. Our graduates will have a strong sense of what occupation they would like to pursue as a career, and will have received personalized guidance as to which post-secondary institutions, training programs, or industries will best fit their personal goals.

Expected Student Learner Results:

Norwalk High School graduates will be:

- 1. Able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.*
- 2. Prepared for success in both college and career.*
- 3. Responsible members of the Norwalk High School community.*



Status of School in Terms of School Performance

Title I

Norwalk High School is a designated Title I school receiving school-wide assistance beginning the 2012-2013 academic school year. As a designated Title I school, NHS holds Title I meetings and makes available CST and CAHSEE data to parents and community members. As part of our efforts to increase student achievement, NHS offers tutorial support for all core subject areas, organizes week-long sessions of CAHSEE boot camps to help prepare students for CAHSEE. Students are also offered free Kaplan prep courses, in addition to and SAT and AP waivers. An annual Title I meeting is held at the beginning of the year and is attended by students, parents, classified staff, certificated staff and administration.

AYP

Norwalk High School has made progress towards meeting all of its Adequate Yearly Progress criteria. From the school years of 2008-09 through 2012-13, Norwalk High School has met many of the AYP criteria as established by No Child Left Behind and the California Department of Education including meeting the requirement for participation as well as our graduation rates. However, Norwalk High School has not met all AYP goals during the past 5 years and is now in the first year of program improvement. NHS will continue to strive to analyze student performance data to help meet the increased federal and state expectations. Since 2010, Norwalk's API scored increased 38 points to reach 701 in 2013. This score also reflects consistent gains made for our API goals for students with disabilities.



Adequate Yearly Progress

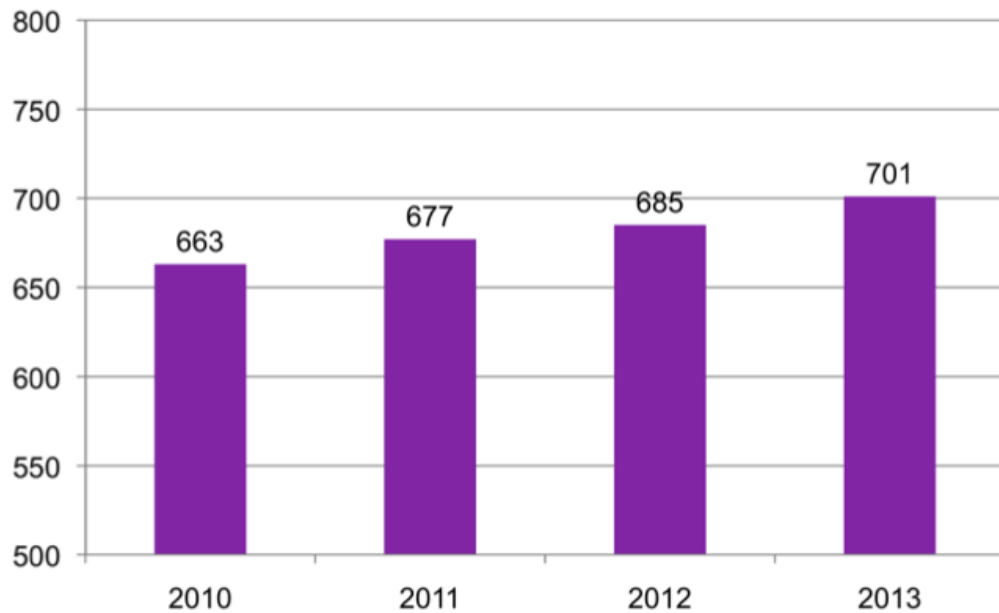
	2011		2012		2013		2014	
	English Pro Rate	Math Pro Rate	English Pro Rate	Math Pro Rate	English Pro Rate	Math Pro Rate	English Pro Rate	Math Pro Rate
Schoolwide	51.3%	37.30%	43.9%	47.6%	52.0%	50.7%	45.0%	56.2%
Hispanic/Latino	48.0%	33.7%	44.5%	47.9	50.7%	49.7%	44.8%	56.0%
SED	48.1%	34.4%	43.2%	47.0%	49.4%	49.2%	42.0%	54.8%
EL	30.1%	24.0%	21.6%	32.5%	26.7%	29.8%	16.1%	36.3%
Participation - English	Yes		Yes		Yes		Yes	
Participation - Math	Yes		Yes		Yes		Yes	
API Indicator	Yes		Yes		Yes		N/A	
Grad Rate	Yes		Yes		Yes		Yes	
Total Proficiency Criteria	5/8		4/8		3/8		4/8	
Total Criteria	15/18		14/18		13/18		13/17	

2/14/2015

Source: California Department of Education

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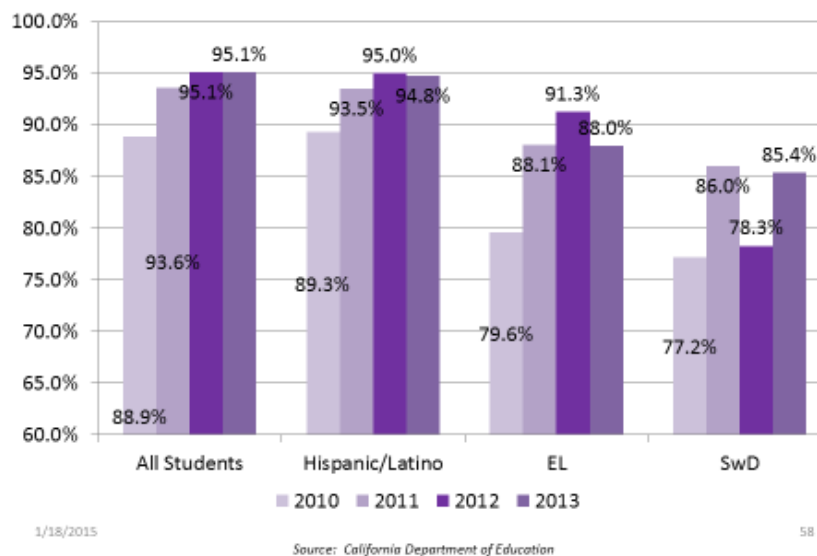
Academic Performance Index History All Students



Academic Performance Index Growth Goals History

Group	2010 API Goals	2011 API Goals	2012 API Goals	2013 API Goals
School Wide	+22 Yes!	+15 Yes!	+8 Yes!	+16 Yes!
Hispanic/Latino	+22 Yes!	+13 Yes!	+13 Yes!	+17 Yes!
SED	+19 Yes!	+11 Yes!	+13 Yes!	+26 Yes!
EL	+19 Yes!	+9 No!	+6 No!	-3 No!
SwD	-26 No!	-33 No!	+84 Yes	+47 Yes

Cohort Graduation Rates



Outside Providers or External Evaluators/ Corrective Action Plan or Joint Intervention Agreement/ State or Federal Imposed Deadlines

Norwalk High School does not have outside providers or external evaluators currently under contract. NHS has a partnership with Action Learning Systems to improve instruction. This year, the SPSA clearly outlines our plan of action to take with our students. This includes bringing in DII training for the Language Arts, Math, Social Studies and Science departments, continued work with Kaplan to help with CAHSEE and SAT Scores, RTI district wide plans to help our students receive the services that they will need in order to be successful in school and also includes a projected budget for each activity.



Enrollment

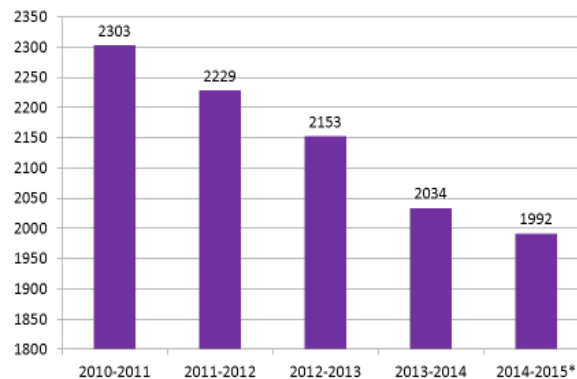
Grade Level

According to DataQuest, the overall student enrollment in 2009-10 was 2,321. Since then, the overall student enrollment at Norwalk High School has progressively declined and has decreased by 300 students. For 2013-14, the final student enrollment was 2021. For 2014-15, the starting enrollment for the school year was 1992. The decline in student enrollment can be attributed to economic trends, the district’s policy of open enrollment into any of the high schools within the district, efforts to place students in the appropriate alternative programs, such as credit recovery at our district continuation school, and students attending schools outside the district.

January 2015 Enrollment Data

Grade Level	Enrollment Number
9 th	569
10 th	497
11 th	434
12 th	464
Total	1964

Enrollment



2/14/2015

Source: California Department of Education
*From Power School

2



Gender

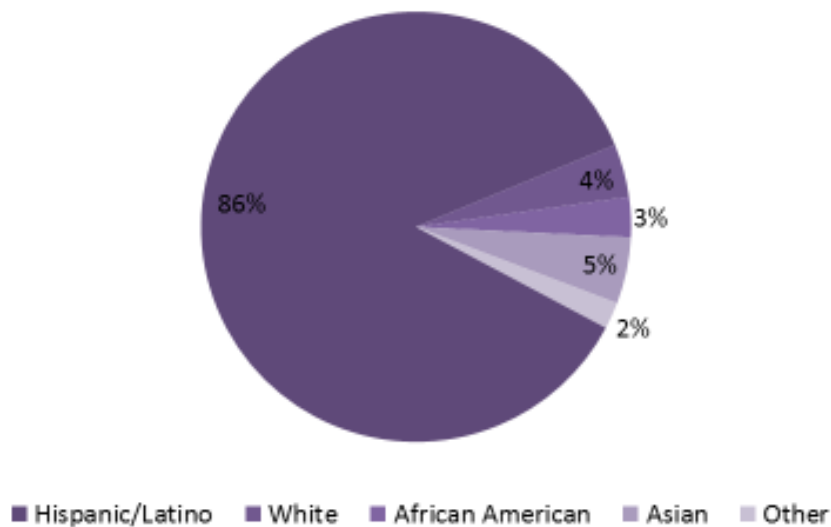
The gender breakdown of the student population has not had any significant changes the past few years. For the academic year of 2014-15, the ratio of males to females is 1018 males to 971 females.

Ethnicity

Norwalk High School's enrollment by ethnicity has generally remained unchanged over the last five years. However, there have been small decreases for White and African American students with a small increase in Hispanic/Latino students.

2014-2015 Enrollment by Ethnicity

Federal Ethnicity and Race





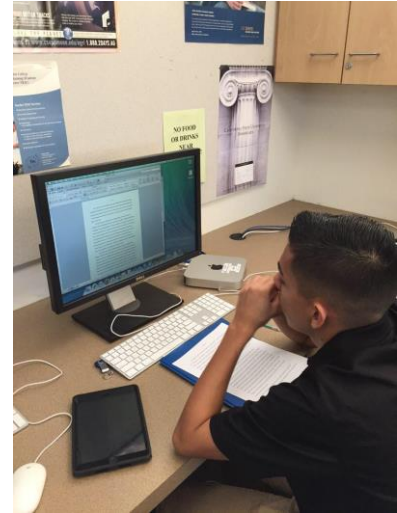
Predominant Language Other Than English by English Learners

Of the 213 students classified as English Learners at NHS, most students are speaking Spanish at home. It is common to find English Learners in classes with students who speak English well. This table is only a breakdown of those 213 students' home languages.

<i>Language</i>	<i>Our School</i>	<i>County Average</i>	<i>State Average</i>
Spanish	93%	87%	83%
Vietnamese	0%	1%	2%
Cantonese	0%	1%	2%
Hmong	0%	0%	1%
Filipino/Tagalong	3%	1%	2%
Korean	1%	1%	1%
Khmer/Cambodian	2%	0%	0%
All Other	1%	8%	9%

Title I

Title I is a Federal program designed to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs who are at risk of not meeting state and district standards, and therefore at risk of not graduating. . The Title I enrollment has increased in the past and 81.3% of our current number of students receive Free/Reduced lunch.



AVID

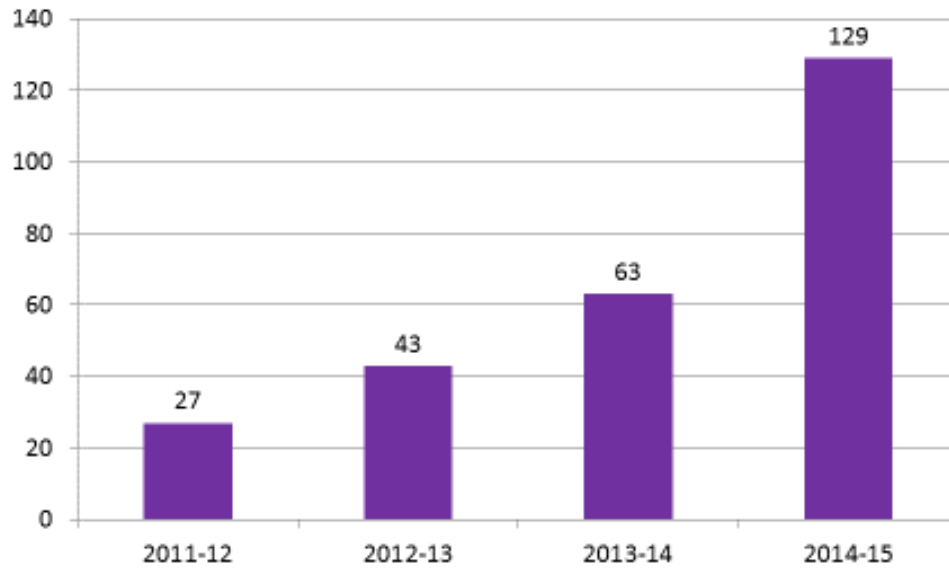
Norwalk High School has a fully functioning and accredited AVID (Advancement Via Individual Determination) program. Since the last WASC visit, NHS has increased the program to now include 5 sections of AVID for each grade level with a staff of 2 teachers; one of which also serves as the AVID coordinator. Norwalk has several academic tutors that provide academic support for students during tutorials. Two counselors and 13 teachers (15% of teachers) on campus have also attended AVID trainings to provide additional support to students in core classes. These core teachers in conjunction with the AVID teachers meet monthly to discuss ways to assist students. The AVID teachers have also provided professional development to staff on AVID instructional strategies (Socratic seminars, Cornell notes, and WICOR). The AVID class of 2015 will be the first graduating AVID class for Norwalk High.

2015 AVID Enrollment Breakdown

Grade Level	# of Students
9 th	53
10 th	34
11 th	22
12 th	20
Total	129

AVID Enrollment History

All Students





Academies

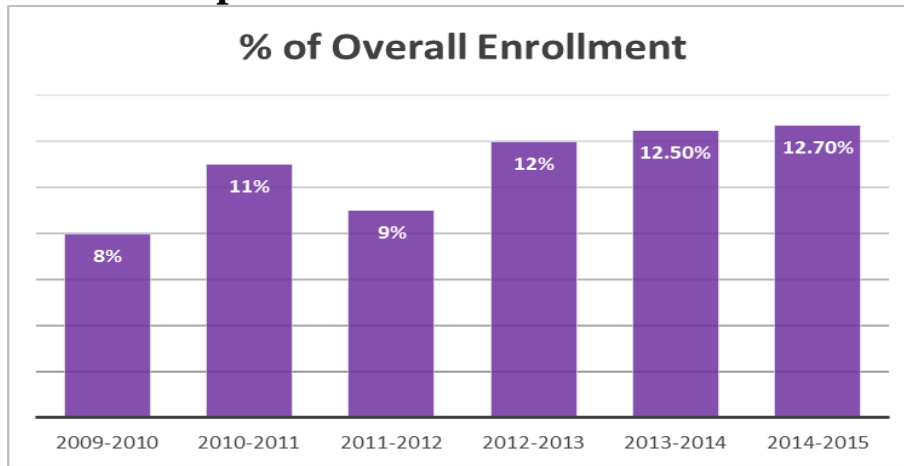
Prior to 2014- 2015 academic school year, Norwalk had two academies: Medical Services Careers Academy and Engineering. The Medical Academy is a California Partnership Academy. These academies merged with Project Lead the Way to develop 3 new focused areas of studies including: Biomedical, Engineering and Computer Science and are a part of our new Linked Learning focus. For the fall of 2014, Norwalk also launched the visual, performing and culinary arts academy called LA FAME. All of Norwalk’s academies include approved A-G courses. PLTW and LA FAME offer students a solid focused academic foundation. These academies prepare students to be highly qualified for the universities of their choice.

Year	PLTW: Biomedical	PLTW: Engineering	PLTW: Computer Science	LA FAME
2012-2013	N/A	N/A	N/A	N/A
2013-2014	N/A	74	N/A	N/A
2014-2015	89	118	48	40

Special Education

Despite the decline in total enrollment, the percent of special education students has remained steady. In 2010-11, 11% of the student population received special education service in comparison to 2014-15, where 13% of the student population received special education services with 114 as SDC and 135 as RSP. Special education students are mainstreamed into the general education classroom based upon their Individual Education Plan (IEP) and are provided instruction in the least restrictive environment. Each student receiving special education services has their academic schedule reviewed to ensure that they are taking courses with the highest academic rigor for their capabilities. A team of special education teachers and special education aides provide both full-day and full-period support for all core subject areas. The resource specialist staff provides full period instruction as well as individual support in the general education environment. Students are provided instruction based upon their IEP, which is reviewed and updated annually. The IEP ensures that students with disabilities have equal access to the core curriculum and educational opportunities and coordinates specially designed instruction based upon individual academic, social, emotional and/or behavioral needs.

Special Education Enrollment



Special Education Program	Number of Students Enrolled	% of Total NHS Population
Resource Specialist Program	135	6.8
Academic Support Class	114	5.9



Honors Enrollment

There has been a decrease in students enrolled in honors courses. This decrease is a result of the growing number of Advanced Placement courses available at Norwalk High School. Students who used to be enrolled in Honors or Advanced courses are now able to enroll in Advanced Placement. Although the number of students enrolled has declined, more students are currently enrolled in all of our Advanced Placement and Honors courses overall.

Course	2012-13	2013-14	2014-2015
Advanced Art	33	15	13
Advanced Drama	25	25	24
Alg 2H	136	143	124
Biology H	194	151	138
Chemistry H	140	178	185
Geometry H	58	84	30
Pre-AP LA10	-	-	182
Pre-AP LA9	-	-	185
LA 9H	128	137	-
LA 10H	169	160	-
World History H	157	108	41
Totals	1040	1001	922

Advanced Placement

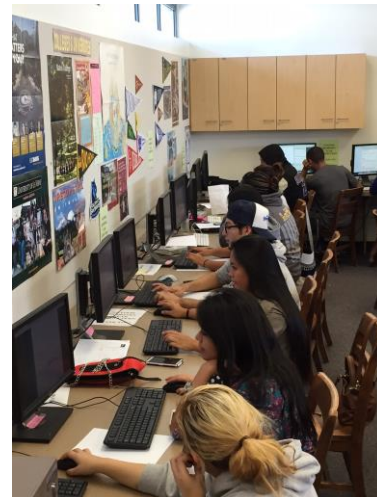
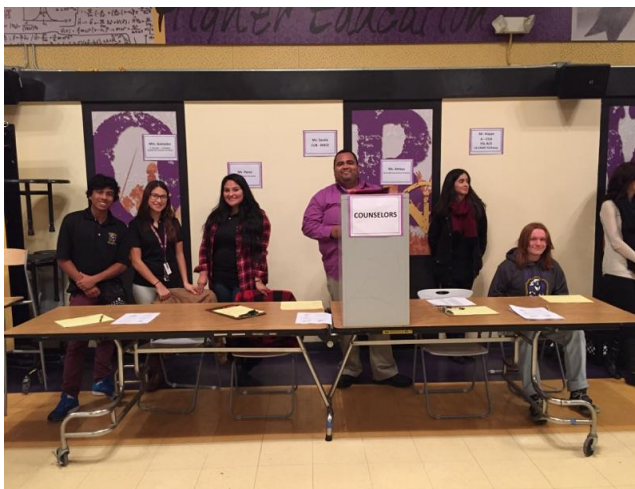
The number of students taking AP exams, as a percentage of student population, has increased over the last four years. In addition to the increased number of exam takers, the overall percentage of students earning an AP score of 3 or better has dramatically improved.

Norwalk High School currently has 14 AP courses offered including American Government, Studio Art, Biology, Chemistry, Calculus AB, English Language and Composition, English Literature and Composition, European History, Physics B, Psychology, Spanish Language, Spanish Literature, Statistics, and US History. This course list includes two new course offerings AP European History and AP Psychology. There are a total of 32 different AP sections available to our students. Our 14 AP teachers are working diligently to meet the needs of these students to prepare them for the AP exam required to receive college credit for these rigorous courses they have taken.

Course	2012-13	2013-14	2014-2015
AP American Government	91	113	140
AP Biology	29	40	59
AP Calculus	35	39	55
AP Chemistry	-	27	21
AP English Language	56	96	109
AP English Literature	35	47	48
AP European History	-	-	127
AP Physics	18	19	15
Course	2012-13	2013-14	2014-2015
AP Psychology	-	-	30
AP Spanish Language	59	73	96
AP Spanish Literature	-	27	14
AP Statistics	36	39	47
AP Studio Art	15	19	26
AP US History	76	142	106
TOTAL	450	681	893

Total Number of AP Enrolled Students

2010-2011	160
2011-2012	184
2012-2013	243
2013-2014	355
2014-2015	496



Language Proficiency Numbers for the following: (a) English Language Learners (EL) (b) Fluent – English Proficient (FEP) (c) Re-designated FEP (R-FEP)

The language proficiency numbers regarding EL, FEP, and RFEP students are provided in the charts below. EL enrollment has remained consistent over the past few years. It is anticipated that this number will continue to decrease due to the major efforts of the EL coordinator to correctly reclassify EL students.

English Learner (EL) Enrollment

Year	Total EL	# of Spanish Speaking	% of Enrollment
2009-2010	425	398	18.31%
2010-2011	390	377	16.93%
2011-2012	385	N/A	17.27%
2012-2013	267	256	11.97%
2013-2014	213	199	9.89%

Fluent English Proficient (FEP) Enrollment

Year	Total FEP	# of Spanish Speaking	% of Enrollment
2009-2010	914	853	36.8%
2010-2011	Did not Certify	Did not Certify	Did not Certify
2011-2012	928	871	39.1%
2012-2013	918	865	42.6%
2013-2014	896	846	44.1%

Redesignated Fluent English Proficient (RFEP) Enrollment

Year	Enrollment	Total RFEP	# of ELs	% Redesignated FEP
2009-2010	2321	19	425	4.3%
2010-2011	2303	14	390	3.5%
2011-2012	2229	79	385	17%
2012-2013	2153	37	267	12%
2013-2014	2034	52	213	20%



Attendance

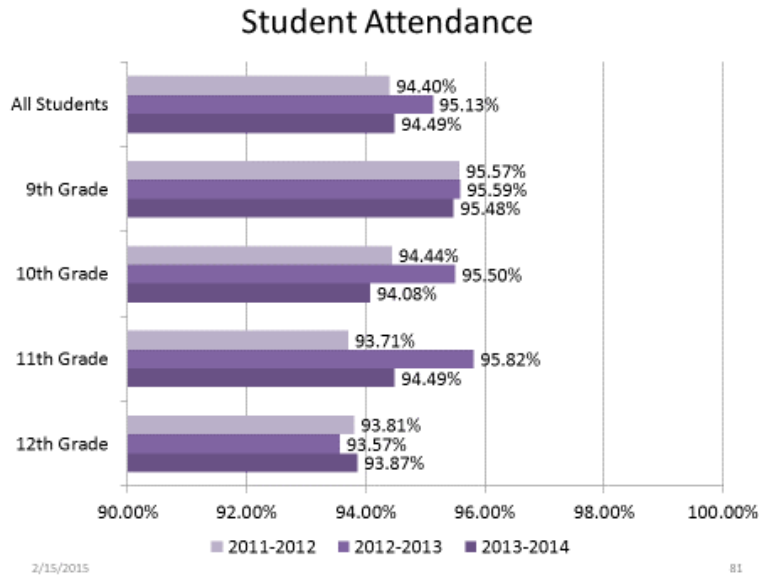
Norwalk High School has a dean of students who monitors and assists in managing student enrollment. The dean is responsible for the following areas of attendance- SART, SARB, home visits, Saturday School, peer mediations and discipline.

Average Rate of Daily Attendance

In 2013, the school began using the PLASCO system, a portable wireless card reader and printer, to scan student ID cards and print out tardy passes. There is notification sent out to parents if a student misses a period due to truancy. Efforts to improve our ADA have been made in Saturday School programs. Students can make up lost school time due to truanancies by attending a four hour Saturday School. With this effort, NHS has recouped over \$50,000 of ADA from the state. The chart below indicates that Norwalk High School has a consistent average for the Daily Attendance. Our school attendance has remained fairly consistent but our school has a goal to reach 98%.

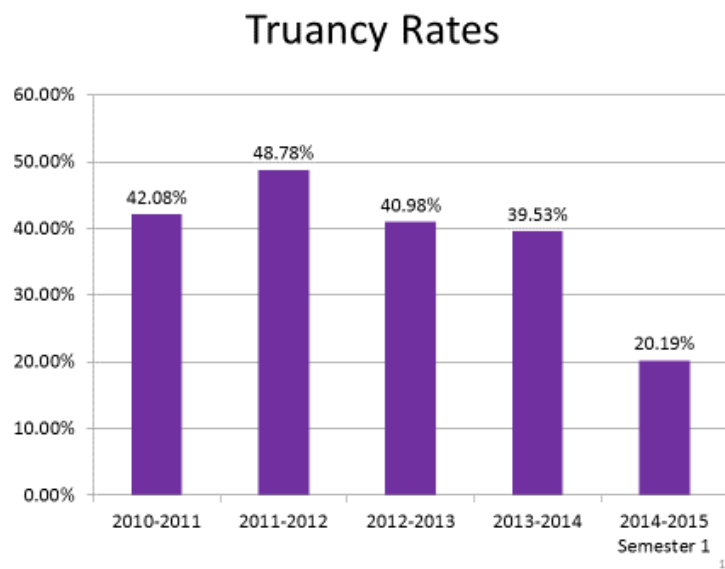
Average Attendance

Dates Covered	Average Membership	Average Attendance	Attendance %
Fall of 2012	2119.97	2025.89	95.56%
Spring of 2013	2073.77	1963.54	94.68%
Fall of 2013	2007.11	1912.13	95.27%
Spring of 2014	1965.44	1841.08	93.67%
Fall of 2014	1982.40	1896.36	95.66%



Truancy Rate

Though the truancy rate has increased since 2009, NHS has successfully made efforts in various ways to decrease the truancy rate. Students who arrive late to campus are quickly processed through PLASCO and therefore are able to make it to class in a more timely fashion. The Attendance Office makes calls to parents or guardians to verify absences. Parents have access to real-time attendance through PowerSchool by logging in through their Parent Portal. Chronic truants are referred to our SART (Student Attendance Review Team) process and placed on a contract that requires these students to sign in each morning. The student is then monitored by the dean for attendance, tardiness as well as grades. If this student further violates the rules, a parent conference is held to review the contract. The student is then referred to the Student Attendance Review Board (SARB). This meeting is held with district personnel and can lead to court.

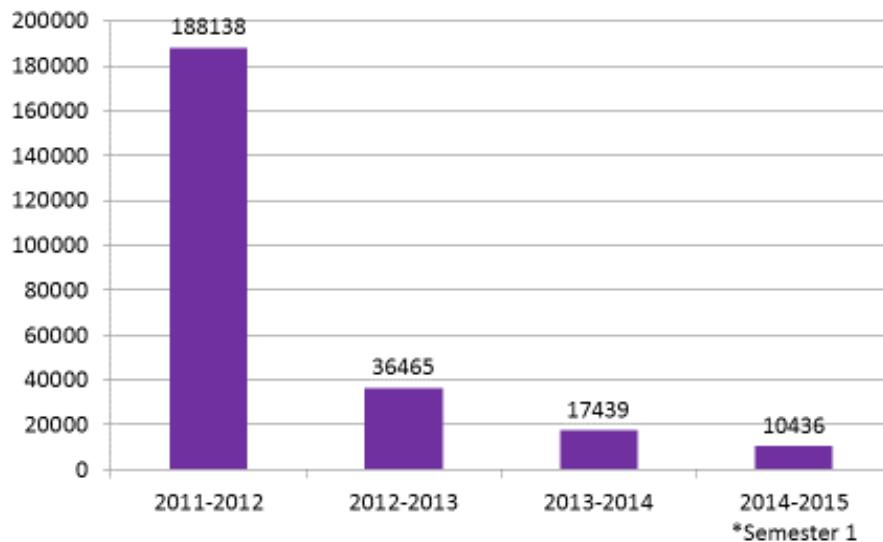




Tardiness Rate

Students who are tardy receive notice of their progressive discipline through the printouts on PLASCO. The first step is a warning, the second is a detention, the third is an administrative meeting and the fourth is a Saturday School assignment. A “wake up call” via our automated BlackBoard Connect dialer is sent home to students who are perpetually tardy to first period. This call goes out to students at 6:30am and reminds them to be on time and arrive to campus by 7:55am. Students who are not in class when the bell rings will must obtain a pass from the office or a security member.

Number of Tardies





Discipline referrals, suspensions, and expulsion rates and crime statistics

The NHS staff believes in providing students with an environment that is not only safe, but also conducive to maximizing students' potential to succeed. Students and parents receive a student handbook at the beginning of the year during program verification, which includes pertinent district policies, all school rules, and academic expectations. Students are required to sign a Code of Conduct to confirm understanding of school rules and behavior expectations. During freshman orientation, the school staff and our Link Crew reinforce behavior expectations. School rules are displayed in the classroom and outlined in course syllabi.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. Teachers implement incremental discipline and try to resolve issues in the classroom and through parental communication. However, students who continue to demonstrate difficulty with their behavior are referred to an assistant principal for further intervention measures, taking into consideration past behavior. Misbehavior and disruption to a positive learning environment are not tolerated.

Norwalk High School has made significant progress in working to reduce the number of suspensions and expulsions as well as discipline referrals from classroom teachers. Norwalk implements a zero tolerance policy for physical injury to another person and possession or sale of controlled substances, alcohol or intoxicants. Upon return from a suspension, most students participate in a local guidance meeting with a dean or administrator depending on the nature of the suspension. Use and sale of drugs result in citations, suspensions, and counseling. Extreme cases may warrant expulsion.

As seen in the tables below, NHS has worked toward steadily decreasing expulsion rates in the past 4 years. NHS has also seen a significant decrease in the number of referrals. However, suspension rates have been holding at a steady rate. Many factors have contributed to the decrease in expulsion rates and referrals. Teachers have been utilizing BlackBoard Connect to communicate more consistently with parents regarding student behavior. Teachers have been encouraged to be more proactive in dealing with behavioral issues inside the classroom. Norwalk's school resource officer, a deputy with the Sheriff's Department is stationed on campus 2-3 days per week and also offers continued support for the school safety team. The School Resource Officer ensures that issues requiring the involvement of law enforcement are dealt with on campus with necessary interventions, consultations and citations issued immediately.

This chart represents suspension and expulsion events as a ratio (incidents per 100 students) compared with the district average. Please note that multiple incidents may involve the same student.

Key Factor	Norwalk H.S.	District Average
Suspensions per 100 Students		
2012-2013	11	10
2011-2012	10	14
2010-2011	11	13
Expulsions per 100 Students	Norwalk H.S.	District Average
2012-2013	0	0
2011-2012	0	0
2010-2011	1	0

Counseling

NHS has five full time counselors assigned to the students of Norwalk High School. In addition, there is a full time intervention counselor who works with 150 identified at-risk students in the 9th and 10th grade. This year, another counselor was added to help with college and career counseling. This counselor does not have any specific students assigned to them and works together with other counselors to assist students on various college and career exploration on-line sites, college applications, FAFSA forms, and financial aid as well as scholarship opportunities. The school also has one full time school psychologist and the district has provided an additional psychologist to work part time at Norwalk High School in order to fulfill the needs of our Behavior Support Class. The school dean, counselors, and assistant principal oversee counseling referrals, including everything from substance abuse problems to depression.



Socioeconomic Status

Free and Reduced Lunch Status

The free and/or reduced lunch participation rate has steadily increased over the last five years by over 20 percent to 83.6% of students receiving free/reduced lunch in 2013-2014. The increase in free/reduced lunch participation is due to a concerted effort by the district to enroll all eligible students into this program.

Year	Free & Reduced Lunch Participation
2010-2011	68.6%
2011-2012	77.3%
2012-2013	81.3%
2013-2014	83.6%
2014-2015	77%

Parent Education Levels

Parent education levels have generally remained consistent over the past few years. According to the most recent information, 25% of parents or guardians did not graduate from high school, 44% graduated from high school, 19% attended but did not finish college, 9% graduated from college, and 3% finished graduate school.

Parent Education

Year	Not a HS Grad	HS Grad	Some College	College Graduate	Graduate School
2008-2009	24%	41%	22%	9%	4%
2009-2010	25%	41%	21%	9%	3%
2010-2011	24%	42%	20%	10%	4%
2011-2012	25%	42%	20%	10%	4%
2012-2013	25%	44%	19%	9%	3%



Description of the Safety Conditions, Cleanliness and Adequacy of School Facilities

Safety Conditions

Norwalk High School provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Administration and security share in supervision of students throughout the day. As students arrive on campus each morning, administrators including dean of students, security, and school resource officer are stationed throughout the campus at all entrance points. In between each period of the day, some teachers, administration, and security are outside of classrooms observing students as they proceed to their next class to ensure the safety and promptness of each student. Administration, security and the school resource officer share supervision of students during snack and lunch. Security monitors the campus throughout the day to ensure students safety. Students are required to have a pass with the classroom room number when outside of the classroom.

To maintain a safe and secure environment during school operating hours, all parents and visitors are required to check in at the main office and obtain a visitor's badge that must be visible at all times.



Comprehensive School Site Safety Plan

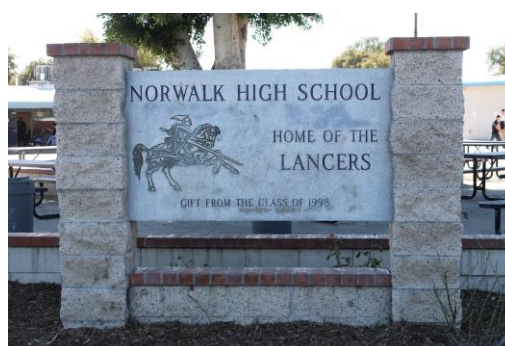
The Comprehensive School Site Safety Plan was developed for Norwalk in collaboration with the district to meet the requirements of Senate Bill 187. This plan includes procedures for reporting child abuse, disaster procedures, sexual harassment policy, dress code policy, and procedures for safe arrival and departure from school. This plan is reviewed and edited by the School Site Council on an annual basis.

School Cleanliness

The plant manager, school custodial staff, and the district's maintenance department work together to ensure classrooms and campus grounds are well maintained and kept safe and functioning for students, staff, parents, guardians, and visitors. The school custodians perform most of Norwalk's repairs and maintenance projects. If any emergency maintenance situation arises, either the school custodians or the district's maintenance staff to immediately resolve the problem.

Two full-time day custodians, three full-time evening custodians and substitute custodians are assigned to NHS for routine maintenance, daily custodial duties and special event preparations and clean up. The assistant principals check with lead day custodians daily to review daily activities and that all work orders are being fulfilled. Our annual Williams visit revealed that there are no deficiencies.

Day custodians are responsible for setting up the cafeteria for meal and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing all minor repair and maintenance issues. Evening custodians are responsible for the daily comprehensive cleaning of classrooms, office areas (front office), library, career center, restrooms, multi-purpose room and all other designated areas. Norwalk's safety and cleanliness is emphasized to offer students the opportunity to learn in safe and clean environment.



Adequacy of School Facilities

Norwalk High went through a complete modernization in 2008. Thanks to funding provided by a local bond issue, most classrooms have been modernized and three new buildings were added to our campus. This process provided new lighting, electrical wiring, flooring, and air-conditioning in the classrooms. In addition to refurbishing the current buildings, we added a new library building, science laboratory facility, and classrooms. These welcomed additions will provide our students with increased access to technology and advanced science facilities. Our facilities are now adequate for the size of our population. The Multipurpose Room (MPR) was remodeled to incorporate a food court décor. Our annual Williams visit revealed that there are no deficiencies on our campus. The community of Norwalk has recently passed a new bond in 2014 which will seek to further improve our facilities and increase instructional technology.



Staff

Certificated and Classified Staff

Since the last WASC report, our district has made great strides to ensure that all teachers in every position are highly qualified as well as fully credentialed. Currently, all certificated positions at Norwalk High School are held by fully credentialed teachers. Also, there are no vacant positions. Most of our staff has multiple years of experience and has earned over 30 credits past their BA.

Certificated Staff By Experience

Experience	2010-11	2011-12	2012-13	2013-14
Ave. Years of Service	12.6	12.5	12.2	13
Ave. Years in District	11.5	11.6	11.5	13
# First Year Staff	1	5	8	0
# Second Year Staff	0	1	1	4



Staff By Classification

Type of Staff	2010-11	2011-12	2012-13	2013-14
Teachers	86	91	92	84
Pupil Support Services	7	7	6	8
Classified	59	64	62	62
Administrators	4	4	4	4
Total Staff	156	166	164	158

Teacher Qualifications

Certificated Staff by Education Level

Education Level	2010-11	2011-12	2012-13	2013-14
BA/BS	7	7	9	9
BA/BS + 30	32	35	33	31
Fifth Year	0	0	0	0
Fifth Year Induction	0	0	0	0
Fifth Year Within BA	0	0	0	0
Master's Degree	17	18	17	11
Master's Degree + 30	39	40	40	34
Special Degree	0	0	0	0
Doctorate	2	2	3	2
Total	97	102	102	87



Gender

The ratio of male to female classified staff was 24.2% to 78.5% in 2013-14.

Ethnicity

For 2013-14, the ethnicity breakdown for certificated staff was as follows: 45 white, 28 Hispanic or Latino, 5 Asian, 2 African American, 1 American Indian or Alaska Native, 1 Filipino, and 0 Pacific Islander. In 2012-13, 35 of the classified staff were Hispanic or Latino, 2 African American, 1 Asian, 0 Filipino, 18 White, 5 American Indian or Alaska Native and 0 Pacific Islander.

Certificated Staff By Ethnicity

Ethnicity	2010-11	2011-12	2012-13	2013-14
Hispanic/Latino	33	33	32	28
Am. Indian/Alaska Native	0	1	1	1
Asian	5	6	5	5
Pacific Islander	1	1	1	0
Filipino	1	1	1	1
African American	1	1	1	2
White	54	56	55	45
Two or More Races	0	0	0	0
Not Reported	2	3	6	2
Total Certificated Staff	97	102	102	84



Professional development programs/activities and numbers participating

Professional Development is an important focus for Norwalk High School. Throughout the year, Norwalk High School staff meets for school-wide professional development and faculty. Each department collaborates twice a month to analyze data (progress reports and quarter grades) and share new strategies. In addition, Norwalk has implemented Tech-Tuesday, which offers staff the opportunity for additional professional development the 2nd Tuesday of each month. Also, all core teachers attend additional training. During the summer, almost all AP teachers participated in AP Summer Institutes, authorized by the College Board, throughout the greater Los Angeles area. AVID team teachers also participated in the AVID Summer Institute. The District provides core subject coaches who also work with our staff to develop curriculum maps, lessons and assessments. As NHS continues to incorporate Common Core Curriculum, a team of teachers known as the Common Core Team (CCT) works with our staff to help implement Common Core strategies into lessons. The CCT is comprised of several NHS teachers from many different subject areas who exemplify good teaching practices.



Teacher Collaboration

Teachers meet twice a month during our Late Start Wednesdays. Members of the Lancer Leadership Team meet at the beginning of the month to discuss agendas for the upcoming meetings. Teachers work on data analysis, teaching strategies, aligning curriculum, and creating common assessments. Teachers also meet by grade level within the departments to discuss specific program needs. In addition to the Late Start time, resources at the site and district level have been allocated in order to help provide additional collaboration time for teachers. Most departments and some of our course teams meet at least once every quarter to develop common assessments, design curriculum and review important data regarding the subject area. These collaborations take place in our staff development rooms on campus.

Student participation in co-curricular activities and extra-curricular activities

District Policies / School Financial Support

Co-Curricular and Extracurricular Activities

Norwalk High School offers a variety of co-curricular and extracurricular activities to help students explore personal interests and talents as well as provide student leadership opportunities on campus. Listed below are some of the many groups that students may join both during and after the academic school day.

CO-CURRICULAR ACTIVITIES INCLUDE:

Art
Culinary
Auto
Drafting
Web Design
Engineering

Journalism
Fashion
Choir
Dance
Drama
Yearbook

Instrumental Music
(Band, Steel Drums,
Jazz Ensemble)
Student Government
(ASB)
Link Crew



EXTRA-CURRICULAR ACTIVITIES INCLUDE:

Academic Decathlon

Art Club

AVID

Bible Club

Book Club

Comix Club

Creative Writing Club

CSF

Culinary Club

Cycling Club

FBLA

Film Club

First Aid

French Club

Green Team

Interact Club

iSing

Key Club

Lancers Buddies

Link Crew

M.E.Ch.A.

Medical Academy

Millennium

Newspaper

NHS Explorers

NHS Pep Squad

Philosophy

Photography Club

PUENTE

Spanish Club

Theatrics

Yearbook

Norwalk High School

Mighty Regiment Band



In addition to these courses and clubs, NHS offers many different opportunities for student athletes to become involved on campus. Athletics is held during our 6th period and students who wish to participate must try out for the teams. Currently, NHS has the following athletic offerings.

Baseball

Cross Country

Tennis

Softball

Football

Track and Field

Basketball

Soccer

Wrestling

Volleyball



District Policies/School Financial Support

Expenditures Per Pupil

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. These calculations were based on the 2011-2012 average daily attendance (ADA), which was 2,030 students. Furthermore, we have broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include, funding for instructional materials, economic impact aid, and teacher-and principal-training funds.

Type of Funds	Our School	District	School	State	School
Unrestricted	\$4,818	\$4,567	5%	\$5,653	-15%
Restricted	\$809	\$2,497	-68%	\$3,083	-74%
Total	\$5,626	\$7,063	-20%	\$8,736	-36%



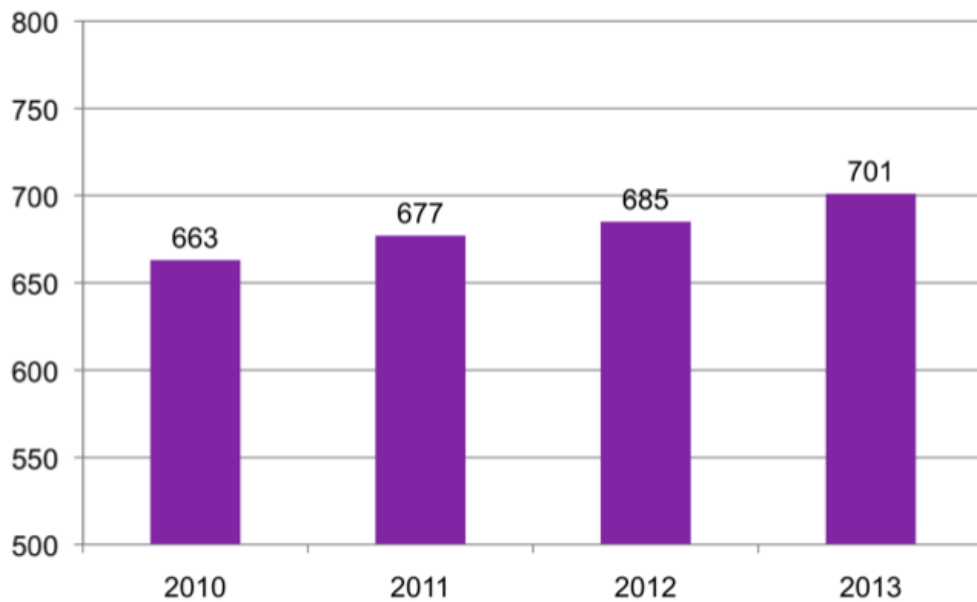
STUDENT PERFORMANCE DATA

Academic Performance Index (API)

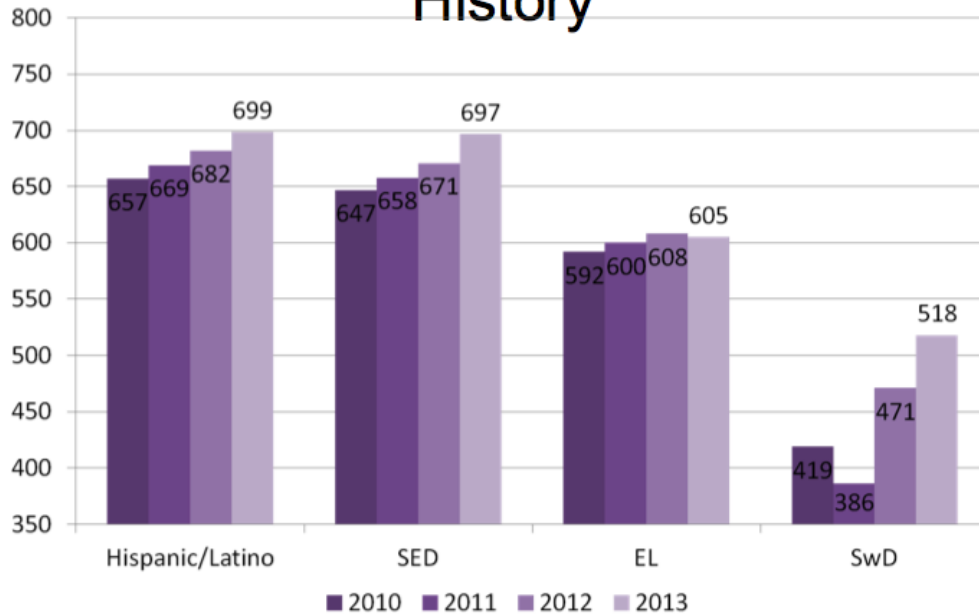
API Performance

Norwalk High School has made significant improvements in its API, gaining 38 points from 2010. In the past three years there has been growth in every subgroup overall. The most growth was seen in our Students with Disabilities (SWD), jumping from 318 to 419 over this time period. This jump helped reach the API goal for the 2012 and 2013 years. Another group who has made significant increases over this time period is our Socio Economically Disadvantaged Students (SED). Their 50 point gain from 2010 helped to meet their API goal each year. The Hispanic and Latino group has the highest API score that most closely represents our overall performance index. This subgroup continually met their API goal throughout the past several years. Our EL population has remained fairly consistent and only gained 13 points over this time with a decrease in 2013 of 3 points. This is the only subgroup that did not meet the API goal since 2011.

Academic Performance Index History All Students



Academic Performance Index History



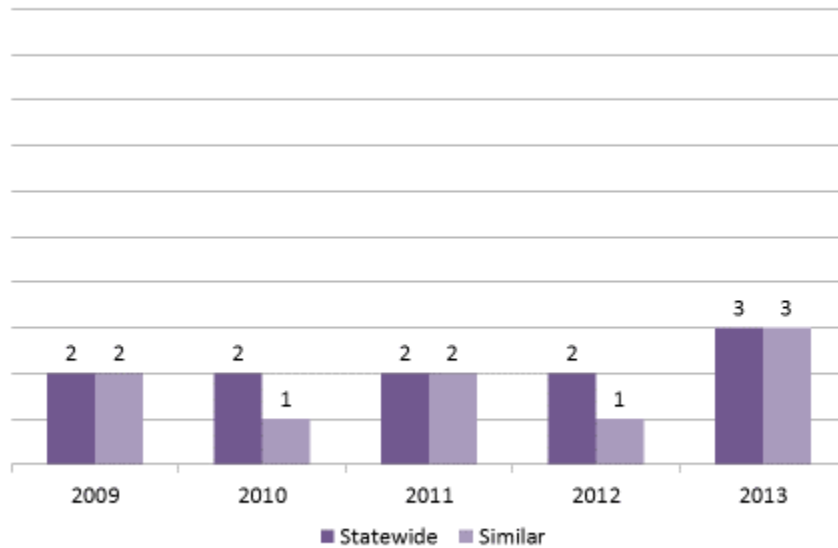
Academic Performance Index Growth Goals History

Group	2010 API Goals	2011 API Goals	2012 API Goals	2013 API Goals
School Wide	+22 Yes!	+15 Yes!	+8 Yes!	+16 Yes!
Hispanic/Latino	+22 Yes!	+13 Yes!	+13 Yes!	+17 Yes!
SED	+19 Yes!	+11 Yes!	+13 Yes!	+26 Yes!
EL	+19 Yes!	+9 No!	+6 No!	-3 No!
SwD	-26 No!	-33 No!	+84 Yes	+47 Yes

School Ranking and Similar School Rankings

From 2009 through 2012, Norwalk's School Ranking and Similar School Ranking remained flat. In 2013, with the increased focus on college readiness and academic interventions designed to help struggling students, our comparison numbers began to increase and improve.

Statewide and Similar Schools Rankings



1/18/2015

Source: California Department of Education

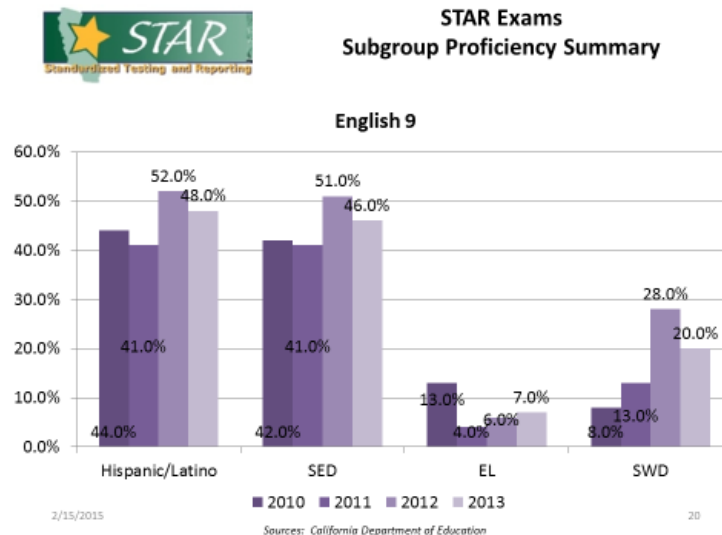
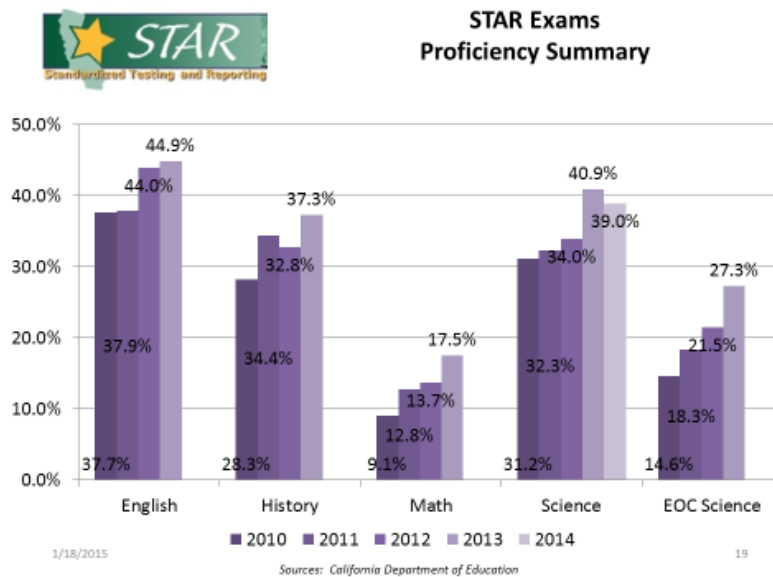
8



California Standards Test (CSTs)

Proficiency Levels

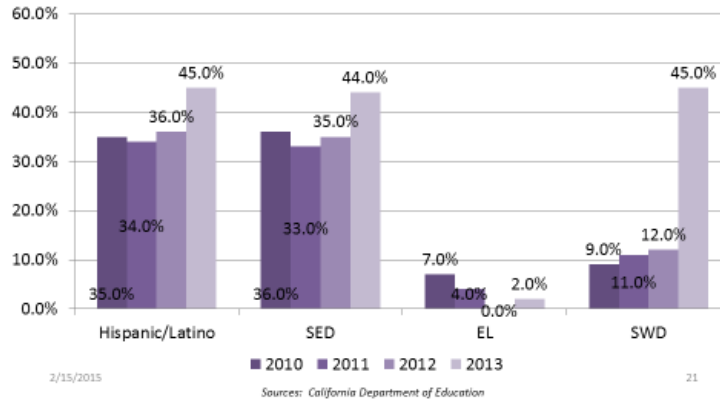
There has been progress in the Percentage of Proficient/Advanced in all subject areas. The most significant has been a 12.7% overall gain in EOC Science. Although math is the lowest group with only 17.5% Proficient/Advanced, our math department has been working very hard to increase their levels of proficiency and has seen an overall gain of 8.4%. Our English Language Arts department has a 44.9% Proficiency level, which is the highest of all content areas. History has gained an overall of 9 points in part due to the review sessions that were made standard through the department meetings. The Science department made a 9.7% overall increase in scores from 2010 but decreased in 2014 1.9%.





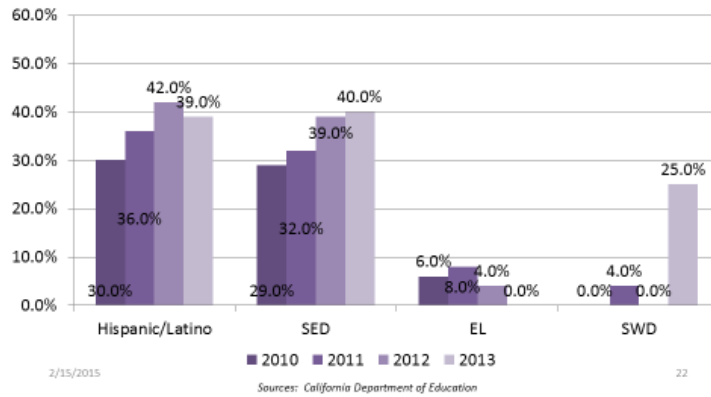
**STAR Exams
Subgroup Proficiency Summary**

English 10



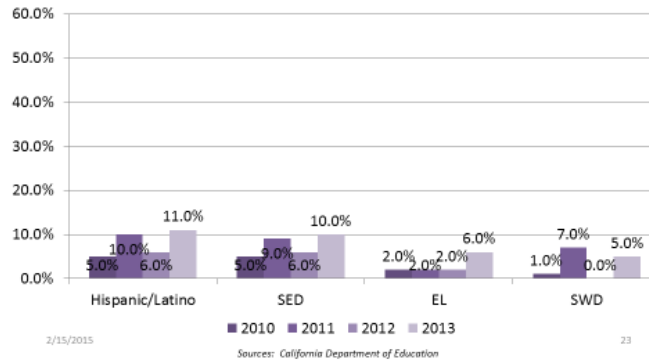
**STAR Exams
Subgroup Proficiency Summary**

English 11



**STAR Exams
Subgroup Proficiency Summary**

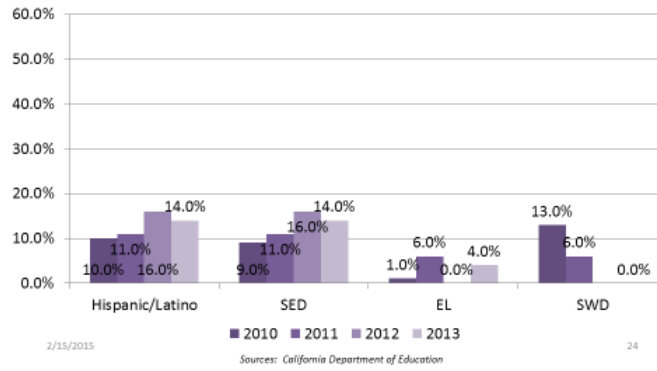
Algebra 1





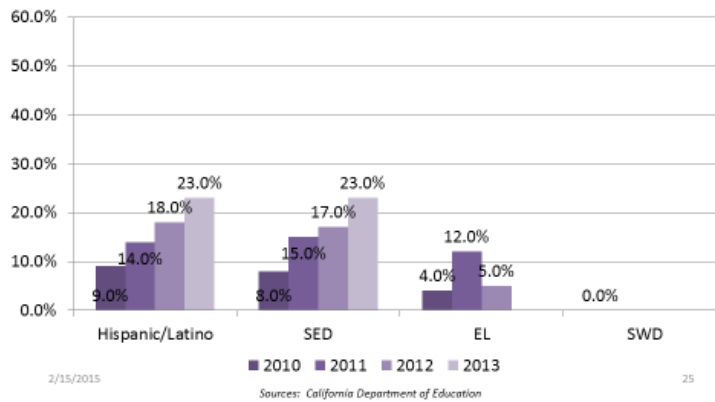
**STAR Exams
Subgroup Proficiency Summary**

Geometry



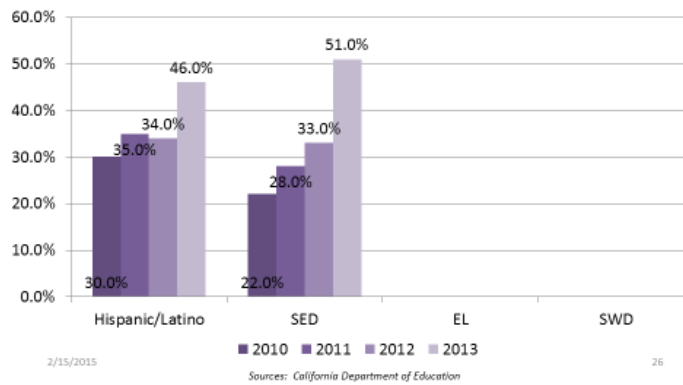
**STAR Exams
Subgroup Proficiency Summary**

Algebra 2



**STAR Exams
Subgroup Proficiency Summary**

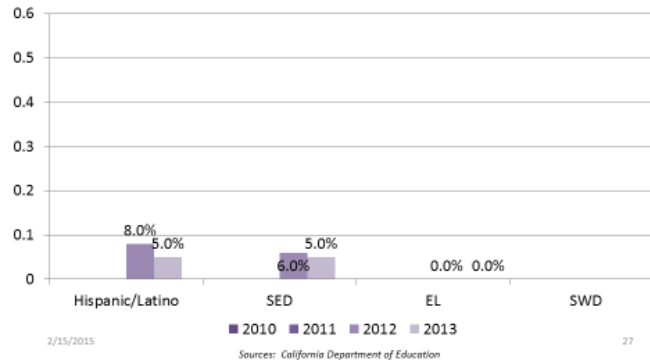
Summative





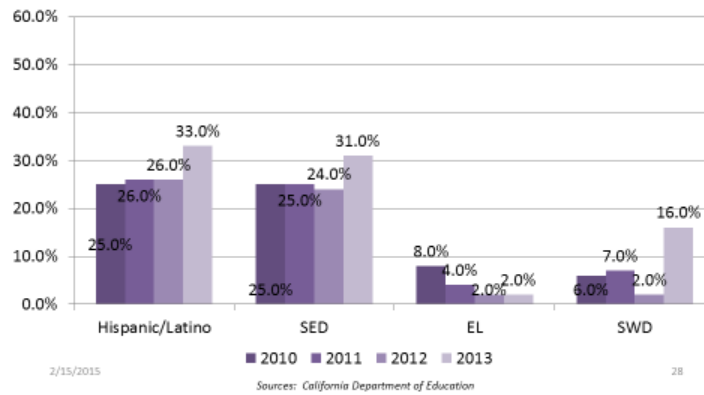
**STAR Exams
Subgroup Proficiency Summary**

Integrated Math



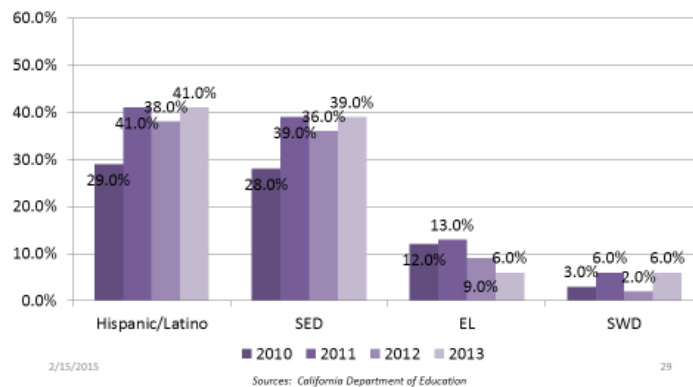
**STAR Exams
Subgroup Proficiency Summary**

World History



**STAR Exams
Subgroup Proficiency Summary**

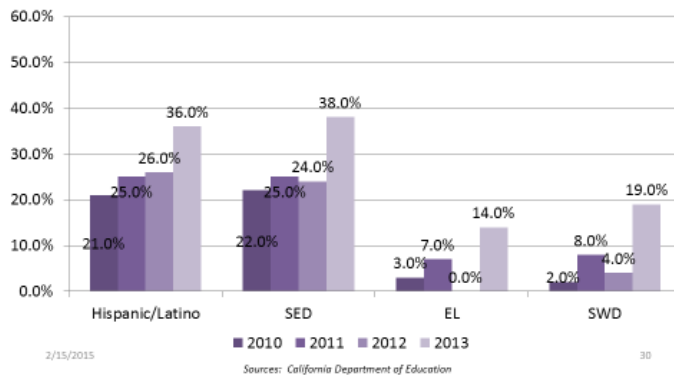
US History





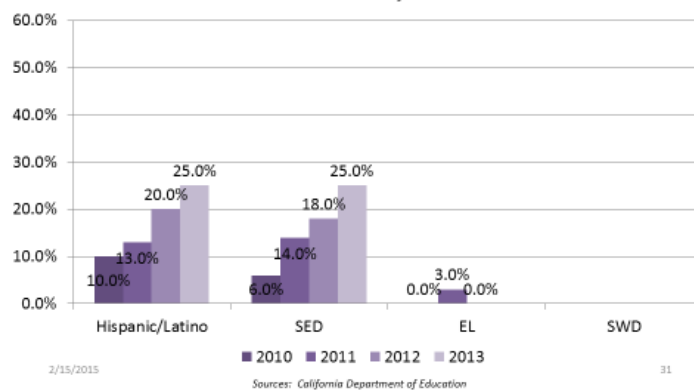
**STAR Exams
Subgroup Proficiency Summary**

Biology



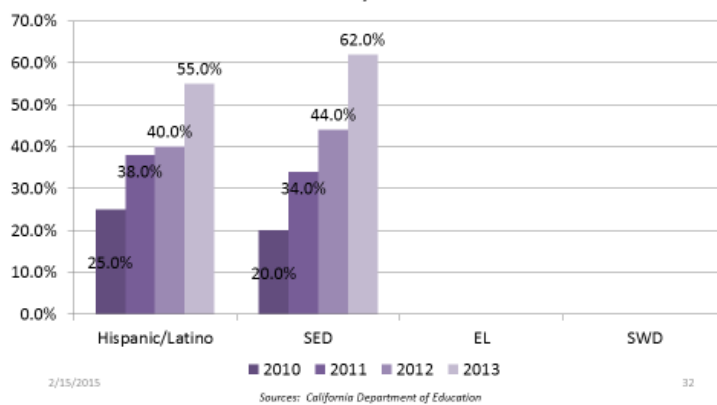
**STAR Exams
Subgroup Proficiency Summary**

Chemistry



**STAR Exams
Subgroup Proficiency Summary**

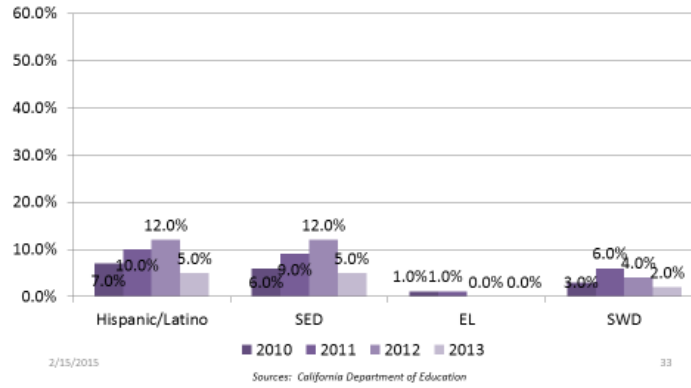
Physics



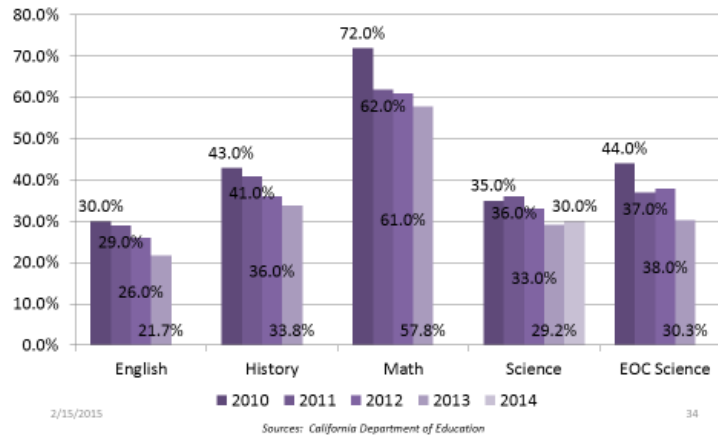


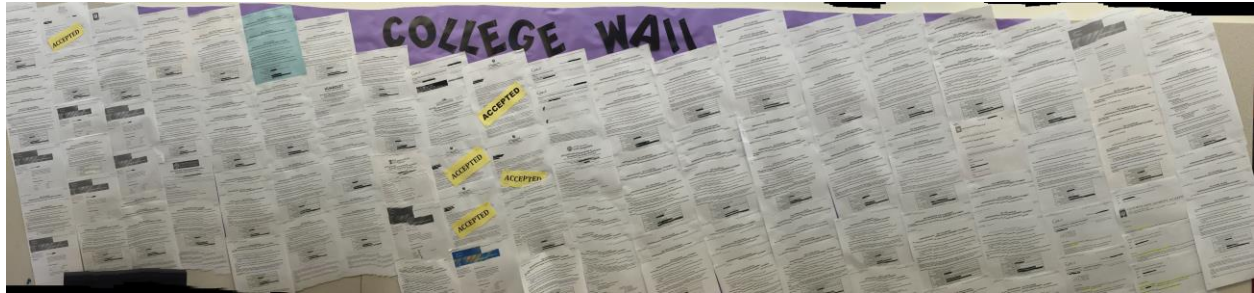
**STAR Exams
Subgroup Proficiency Summary**

Integrated Science



**STAR Exams
Far Below Basic and Below Basic Summary**

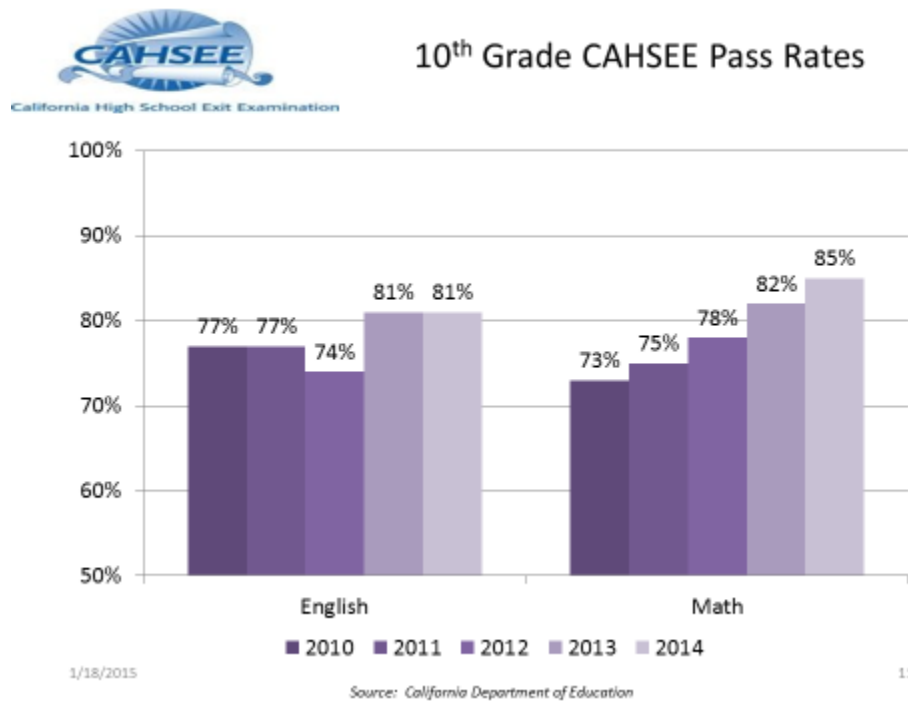


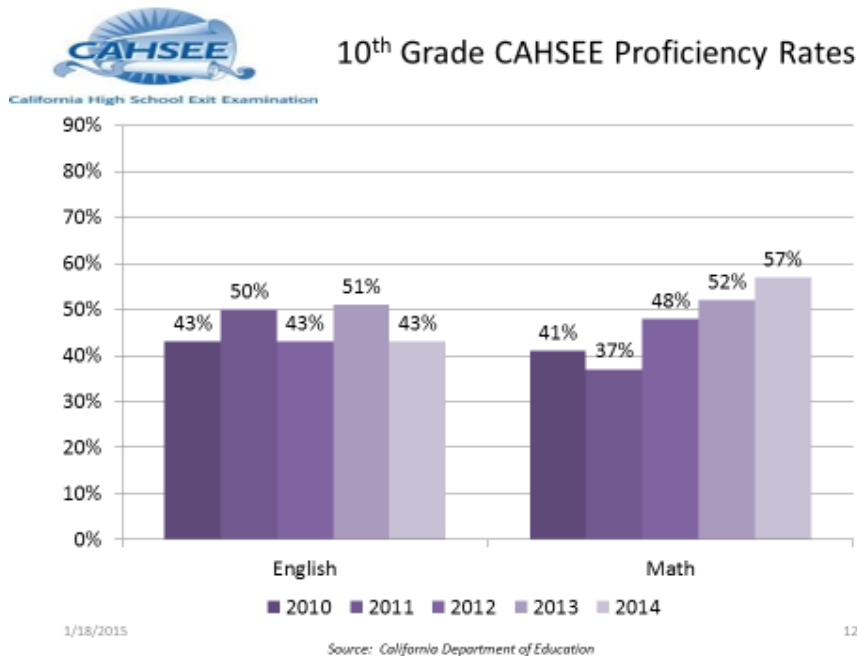


California High School Exit Exam (CAHSEE)

Tenth Grade Initial Testing and Significant Sub-Population Scores

The CAHSEE pass rate for 10th grade students at NHS has increased overall in the past three years. Overall, 81% of our 10th grade students have passed both portions of the CAHSEE. This is largely in part due to the hard work of our 9th and 10th grade teachers to prepare students for these tests as well as the hard work of the administration to ensure that students are able to see what a CAHSEE test will be like during their 9th grade year.



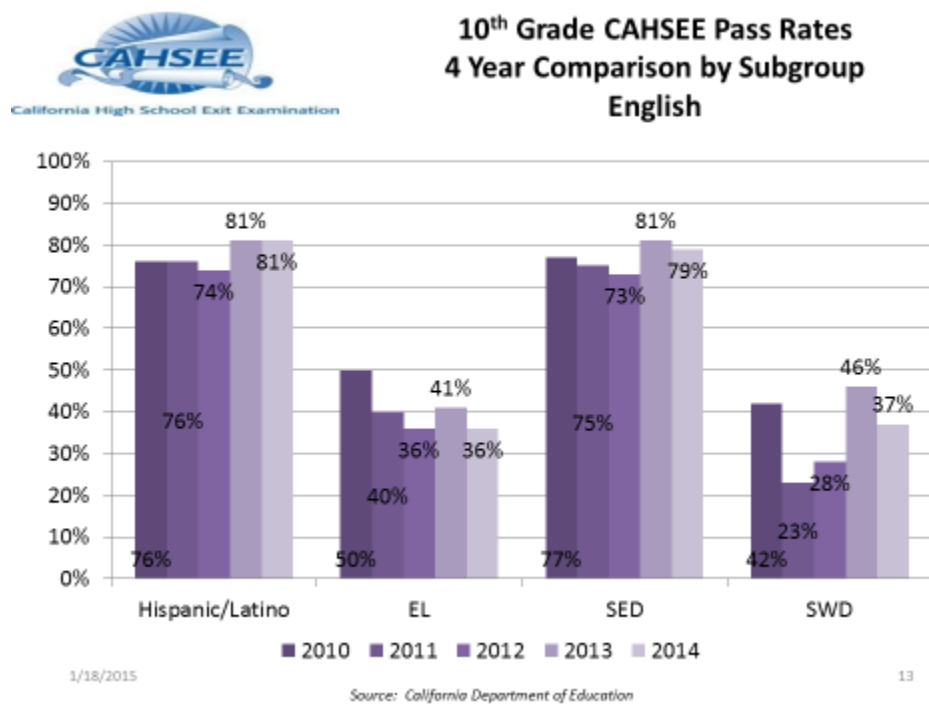


ELA

In English, 81% of students are passing the CAHSEE and 43% of those students are passing at a proficient level. This is largely due to the CAHSEE training that the Language Arts department incorporates into their curriculum one month prior to the test. Each day, teachers help students with test prep questions, breaking down texts in order to analyze as well as looking at prompts provided by the CAHSEE to help organize their student essays. Language Arts teachers familiarize students with the format of the test beginning in 9th grade and 9th graders also take a Pre-CAHSEE assessment so that they will know what they will need to work on before they take their actual test. In addition, a CAHSEE boot camp was given to several students identified as having a weakness in language arts. This boot camp was a week prior to the test and was instructed by Kaplan. These classes met during the school day and students were pulled out of their classes all day in order to attend. Instruction was aimed at identifying testing strategies to help these students pass. These results are for our 10th graders only. 11th and 12th graders who have not yet passed the CAHSEE are also enrolled in their own boot camps run by Kaplan.

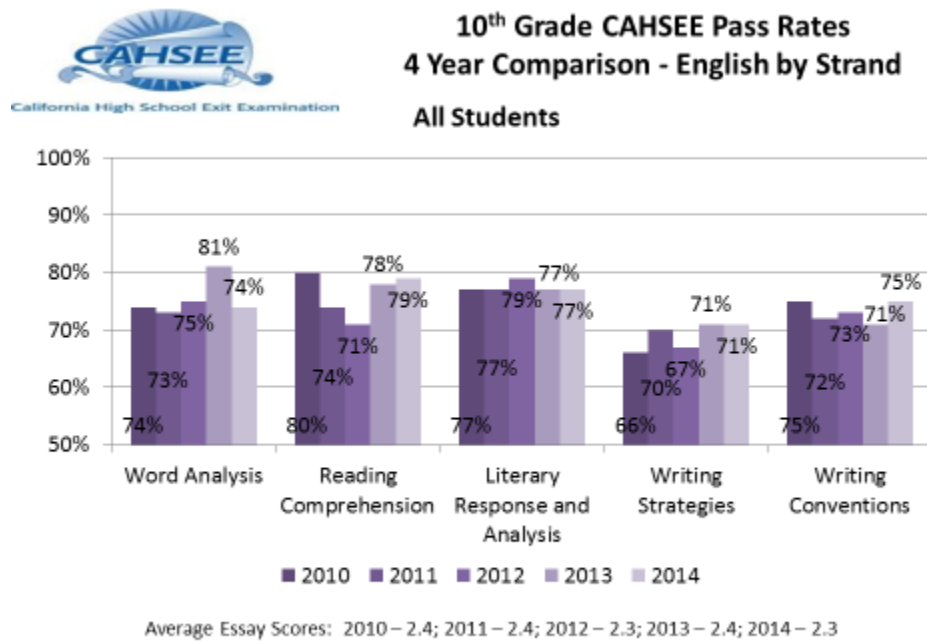
CAHSEE ELA by Subgroup

Students in our EL, SED and SWD subgroups all decreased from 2013 to 2014. In 2010 there was a 50% pass rate amongst the EL population. The following year, this rate dropped considerably by 10% and again in 2012 by 4%. Due to the CAHSEE boot camps, as well as more intervention being provided to our EL population, this subgroup was able to attain a gain of 5% but then decreased again to 36%. Hopefully, with the addition of an EL Coordinator, this rate will continue to grow. Overall, the other subgroups (Hispanic/Latino), and SED have increased since 2010. The Hispanic/Latino subgroup has increased by 5%, and the SED subgroups by 2% overall. The SWD subgroup has fluctuated a lot. There was an increase in 2013 from 28% to 46% and then a decrease by 9% in 2014.



CAHSEE ELA by Strand

The average percent correct within each ELA strand has only increased in Word Analysis and Writing Strategies, however, there was a decrease in Word Analysis in 2014 of 7%. The weakest area is still Writing Strategies, but an overall of 5% gain has helped to keep this area competitive. Students have remained consistent with a 4% range in the area of Writing Conventions and a 2% range in the area of Literary Response and Analysis. In 2010, there was an 80% pass rate in the area of Reading Comprehension and since then 2014 was the closest with 79%. Essay scores have stayed steady at 2.4, with only a .1 difference in 2012 and 2014.



1/18/2015

Source: 2010-2012 - California Department of Education

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CAHSEE Math

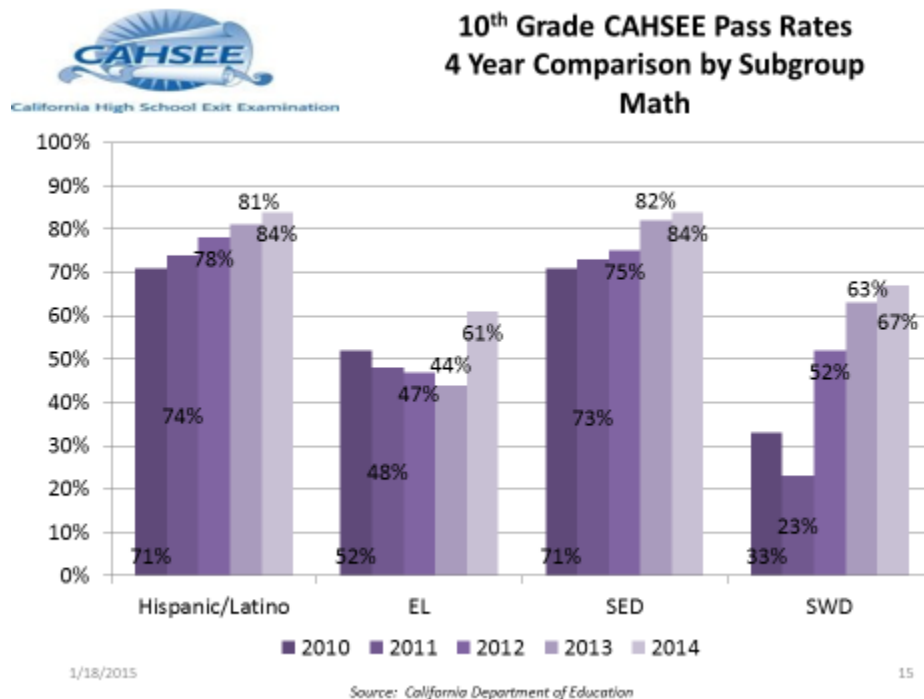
In Math, 85% of 10th grade students passed and 57% of these students passed at the Proficient Level. Since 2010, there has only been an increase in the number of students passing the Math portion of the CAHSEE as well as a 16% overall raise in the number of students passing at a proficient level or higher. This is largely in part due to the efforts of our math department to align curriculum within sections, design common assessments and identify at risk students for intervention math classes. Ninth graders also take a Pre-CAHSEE assessment so that they will know what they will need to work on before they take their actual test. In addition, a CAHSEE boot camp was given to several students identified as having a weakness in Algebra I. This boot camp was a week prior to the CAHSEE test and was instructed by Kaplan. These classes met during the school day and students were pulled out of their classes all day for an entire week in order to attend. Instruction was targeted to Algebra Concepts.





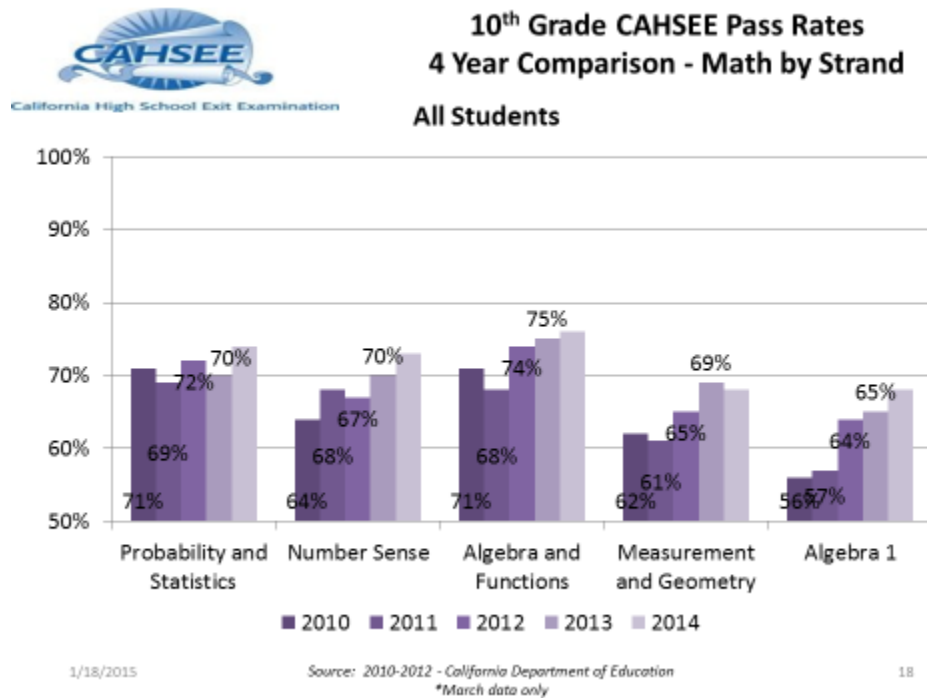
CAHSEE Math by Subgroup

All subgroups saw gains in math. In 2010, 52% of this subgroup passed the Math portion of the CAHSEE and as of 2014, 61% passed. This is a significant gain because it is the first year that this subgroup has seen growth since 2010. Significant increases in SWD have been very encouraging. Our SWD subgroup has made an overall increase of 34% since 2010. In addition, our Hispanic/Latino subgroup has increased 13% overall and our SED subgroup has increased 13%. This is largely due to the efforts made within the math department to help better prepare all of our students for this test.



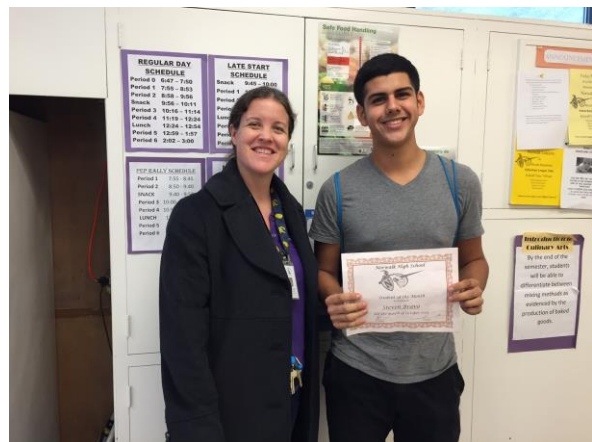
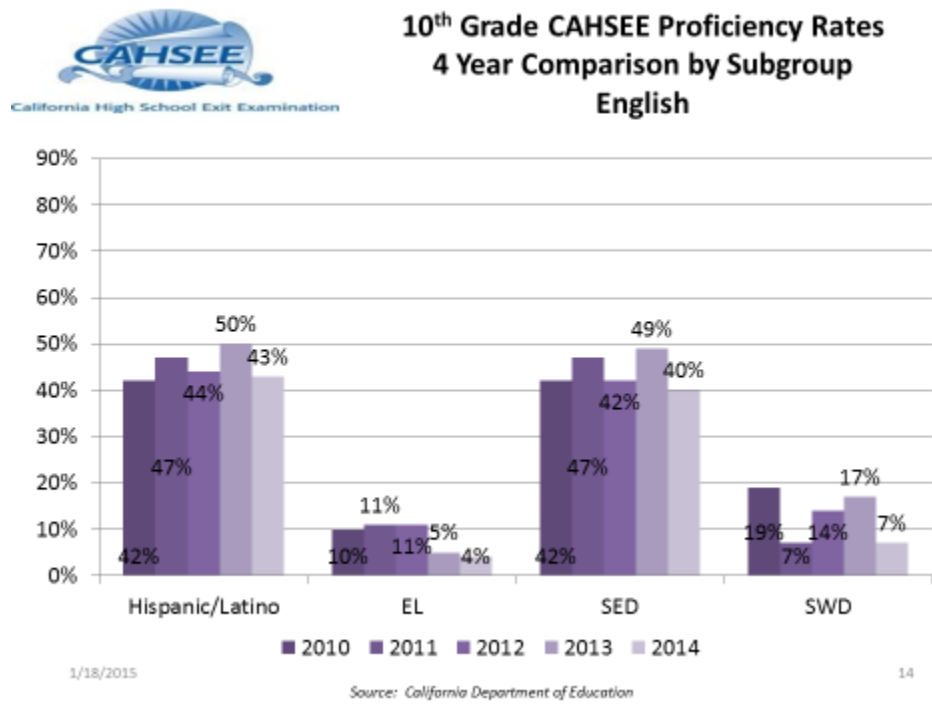
CAHSEE Math by Strand

Algebra I remains the weakest area with only a 68% total correct. However, this is also the area where the greatest increase in percentage correct occurred with only 56% in 2010. Also, Algebra and Functions is the highest percentage correct at 76%. Probability and Statistics has remained within a 5% range and Number Sense has increased 8% since 2010. Measurement and Geometry has grown 7% since 2010 with only a slight 1% decrease in 2011 and another 1% decrease in 2014.



% Proficient (percent meeting the AYP target of 380 mean scale score) in ELA Subgroups

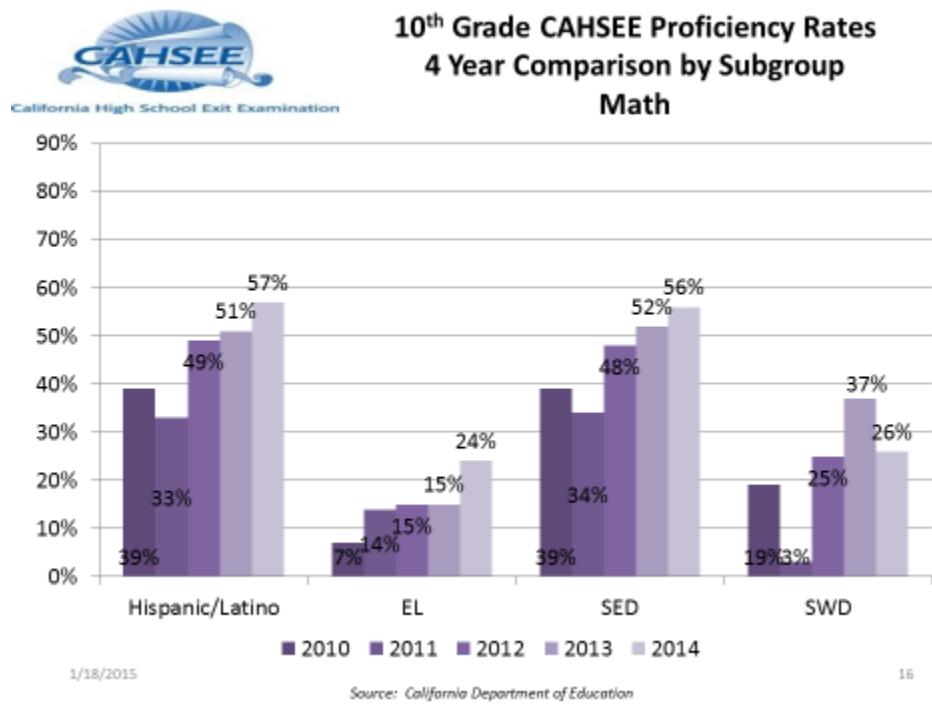
All of the subgroups saw decreases in the percentage of proficient scores from passing the CAHSEE. SWD dropped significantly from 2010 to 2011 and increased 7% in both 2012 and 2013. However, last year, it decreased back to 7%. EL students were holding steady from 2010 but saw a significant 6% decrease in 2013. There was an additional 1% decrease in 2014. This is another reason for adding an EL Coordinator to our staff. This subgroup needs to be more closely monitored in order to continue to help them to be successful. The Hispanic/Latino subgroup dropped 7% from a 50% proficient rate in 2013. The SED subgroup also dropped significantly from 49% -40%.





% Proficient in Math

In contrast to the ELA scores, the percentage Proficient in Math has increased in each subgroup since 2010. The Hispanic/Latino subgroup increased an overall of 18%. This is the only area where our EL population saw an increase in scores. Since 2010, our EL subgroup has increased their percentage of Proficient scores in Math by 17%. SWD saw least overall increase with a 7 % gain. This is due to the decrease from 2013 to 2014. Our SED subgroup also had an overall increase of 17%.



Annual Measurable Achievement Objectives (AMAOs)

AMAO #1 measures the percent of English Learners making annual progress on the CELDT. AMAO #2 measures the percentage of English Learners achieving proficiency on the CELDT. Proficiency on the CELDT is defined as receiving an overall score of 4 or 5 with no score of 2 on any of the individual components of the test. AMAO #2 is composed of two cohorts: ELs with less than 5 years in the United States and ELs with 5 years or more. In 2012-2013 none of the objectives were met. This is another reason why NHS felt it was so important to have an EL Coordinator. This subgroup is underperforming and in need of more support.

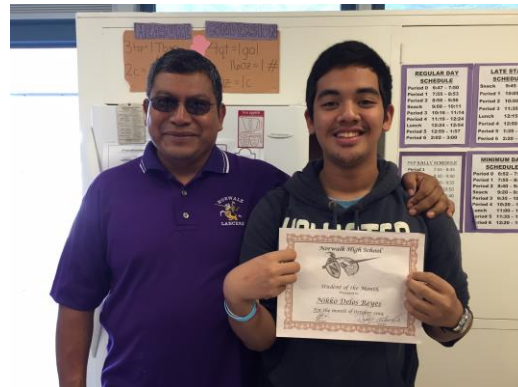
Annual Measurable Achievement Objectives

Year	AMAO #1 Annual Growth	AMAO #2 Attaining English Proficiency	
		Less Than 5 Years	5 Years or More
2009-2010	64.0% (Target: 53.1%)	42.2% (Target: 17.4%)	51.2% (Target: 41.3%)
2010-2011	47.2% (Target: 54.6%)	31.0% (Target: 18.7%)	35.8% (Target: 43.2%)
2011-2012	60.4% (Target: 56%)	27.3% (Target: 20.1%)	53.7% (Target: 45.1%)
2012-2013	45.7% (Target: 57.5%)	14.8% (Target: 21.4%)	30.2% (Target: 47.0%)
2013-2014	36.6% (59%)	12.1% (22.8%)	24.7% (49%)

1/18/2015

Source: California Department of Education

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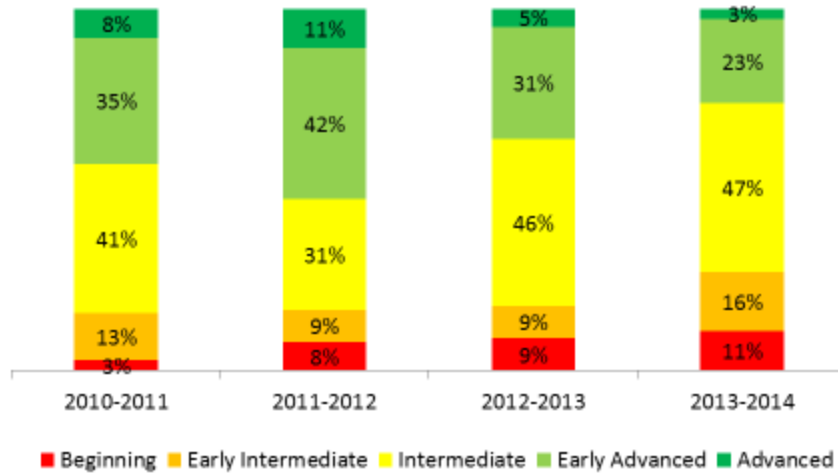
California English Language Development Test (CELDT)

Students identified as English Learners (ELs) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach ELs. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction in English) strategies to maximize student understanding of the lesson content and concepts. Beginning level English Learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students gain a better understanding of the English language, they may be placed in a Sheltered ELD class to receive instruction specially designed to meet current language and learning levels. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student. This is facilitated through the EL Coordinator. The EL Coordinator also put together a Data Dashboard to help teachers quickly identify the needs of their students. This dashboard includes information on CELDT levels and CAHSEE Results.

NHS is currently working to improve the CELDT scores of our EL population. In an attempt to help correctly classify and reclassify students, the EL Coordinator is given time to meet with each student and provide an individualized program for these students. Since 2009-2010, our students have seen a 5% increase in the beginning level of students testing. Our Basic level (Early Intermediate) has remained consistent except for a slight raise in 2010, at 9%. The Intermediate group has seen the most significant growth at 46%. The Early Advanced and Advanced has decreased since 2009.

CELDT Scores*

% of Students Scoring at Each Level



*Annual Assessment

1/18/2015

Source: California Department of Education and EADMS

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College SAT and/or ACT results

SAT

Norwalk High School has worked hard to ensure that our graduates are college and career ready. As of October, 2014, over 94% of our High School Seniors have taken the SAT's. This is up over 50% from 2013-2014. This is due to a district initiative to have every senior take the SATs. The district had an "SAT Test Day" where each grade level took a college preparatory test. Sophomores and Juniors took the PSATs and Seniors took the SATs. Freshman took the ReadStep which provides the school with valuable academic and college readiness data. In addition to "SAT Test Day," Norwalk High School has partnered with Kaplan to provide SAT workshops at no cost to the students. These workshops began in 2013 and will continue on Saturdays in the spring and help students to prepare for the SATs through workbooks and instruction. There is a small deposit to enroll and if the student attends each session, the deposit is refunded. These are reasons why the scores have increased and the percent of students taking the SAT test have increased as well.

SAT Results

Year	Total Seniors	% Tested	Critical Reading Average	Mathematics Average	Writing Average
2010-2011	560	20%	435	428	427
2011-2012	505	28%	435	443	433
2012-2013	527	35%	448	441	441
2013-2014	500	43%	450	457	448

ACT

Norwalk High School has had many seniors take advantage of the ACT test. This test is not offered during "Test Day" but many students are encouraged to take it for admission into certain colleges.

ACT Results

Year	Seniors	# Tested	% Tested	Average Score	% \geq 21
2009-2010	521	76	15%	18.34	24%
2010-2011	560	98	18%	18.22	27%
2011-2012	505	103	20%	19.12	39%



PSAT

The PSATs are offered to 10th and 11th graders as part of the “SAT Test Day” in October of 2014. Over 94% of students in these grade levels took the test this year. Hopefully, by taking the test in 10th grade, the students will perform better in the 11th grade.

PSAT Results

Year	# of 10 th Graders Tested	% College & Career Ready	# of 11 th Graders Tested	% College & Career Ready
2011	N/A*	N/A*	62	17.7%
2012	37	29.7%	97	33.0%
2013	467	11.1%	491	13.4%
2014	483	12%	417	12.7%

*Not enough 10th graders were tested in 2011 to receive a report

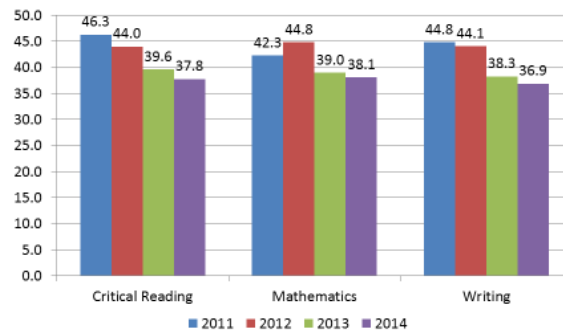
1/15/2015

Source: College Board

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PSAT Results

11th Grade – Mean Scores



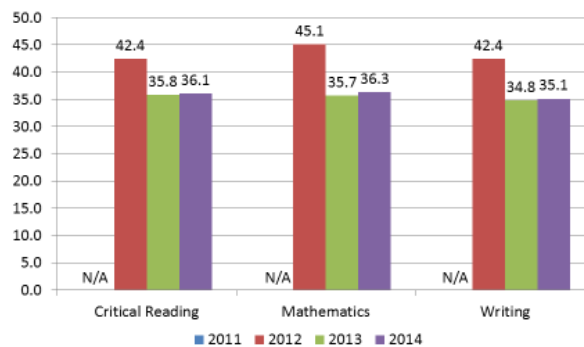
1/31/2014

Source: College Board

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PSAT Results

10th Grade – Mean Scores



1/31/2014

Source: College Board

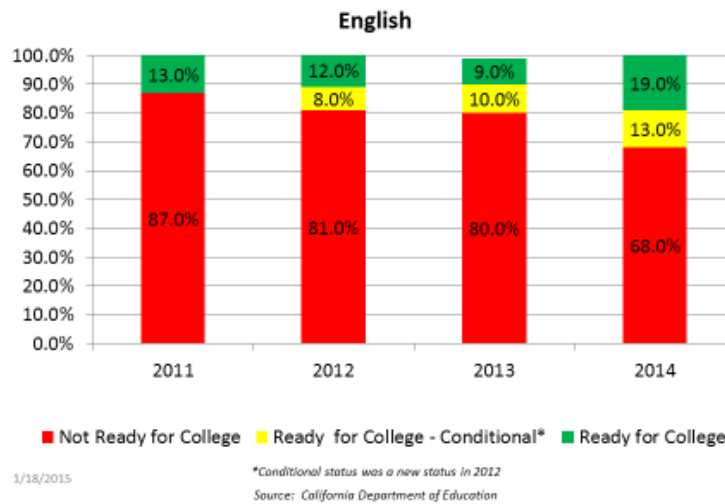
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EAP

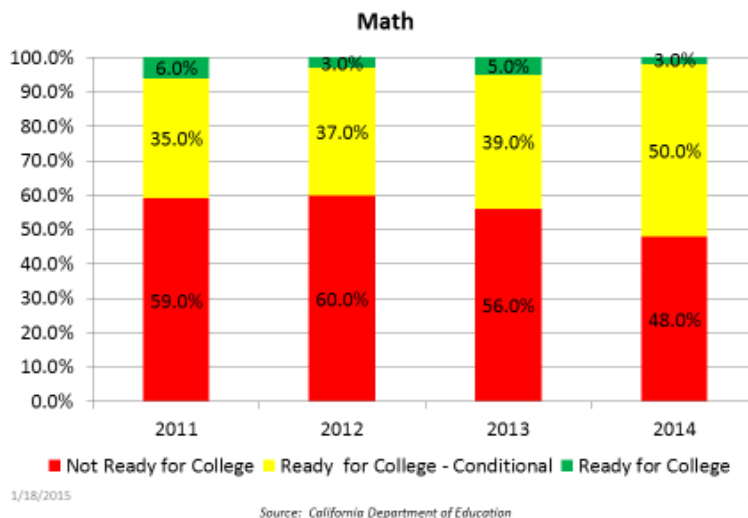
In ELA, 87% of students were not ready for college in 2011. This has improved by 19%. In addition, in 2011, only 13% of the NHS seniors were ready for college and 87% were not. In 2014, 19% are ready for college, 13% are in conditional status and only 68% were not ready for college. This is a significant increase in college readiness.

In Math, only 3% of students are testing into college ready courses. However, the percentage of students not ready for college math has decreased by 11%. The greatest change has been in the number of students who need additional support during their senior year in order to be ready for college math courses. This has changed from 35% in 2011 to 50% in 2014.

EAP Results



EAP Results





Cerritos College Placement Levels

Students who are interested in attending Cerritos College are able to take placement tests early in their senior year. These tests will help them to see where they need to focus their attention during their senior year in order to place into college level courses. Currently, only a small percentage of our students are able to place into a college level course in English and Math. A larger percentage is reading at college level (37%). These trends show that Norwalk High School has significant room for growth in preparing students for college readiness. This is a goal and a serious commitment that NHS has taken on in order to help our students succeed beyond high school. Cerritos College has not provided any updated information regarding the 2013 and 2014 years because they have stopped keeping track of this information.

Cerritos College Placement Levels

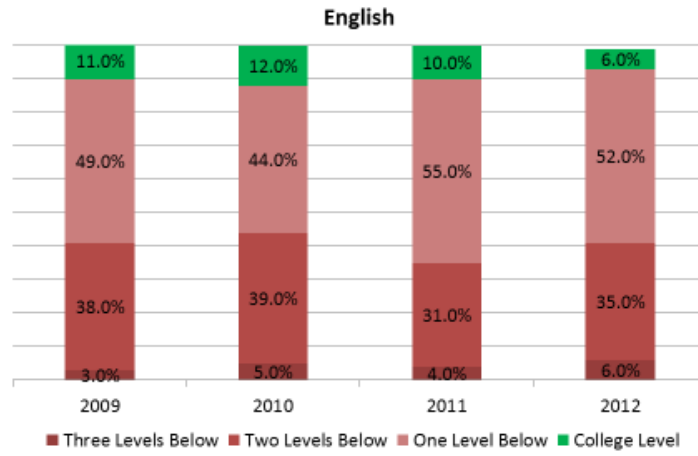


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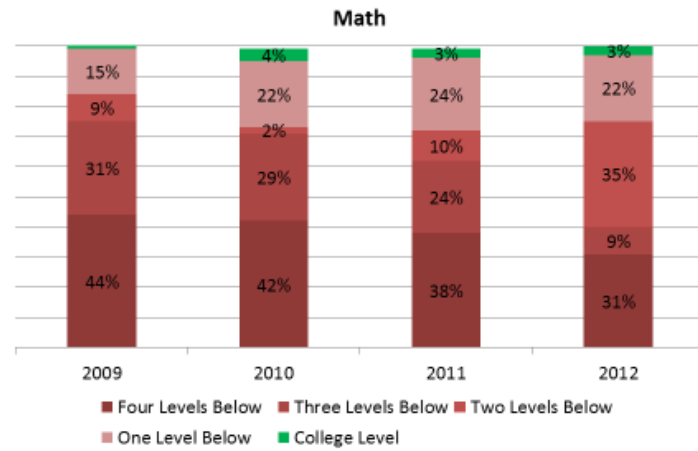
Source: Cerritos College

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Cerritos College Placement Levels



Cerritos College Placement Levels





CSU/UC Proficiency

One of the ways that Norwalk High School will measure whether students are prepared for college or not is through the CSU/UC Proficiency Exam. Since the Fall of 2010, NHS has made excellent progress in ensuring that more of our students are able to enter college level courses in the CSU/UC system. However, the percentage is still something that needs to be improved upon. Currently only 60% of our students are testing at college level in math, 53% in English and 51.3% in Writing.

CSU/UC Proficiency

CSU Freshman Proficiency			
Year	# Enrolled	% Proficient Math	% Proficient English
Fall, 2010	24	38%	4%
Fall, 2011	54	33%	43%
Fall, 2012	60	40%	53%
Fall, 2013	77	60%	53%

UC Entry Level Writing Requirement (ELWR)			
Year	# Admitted	# Enrolled	% Met Requirement
2010	43	26	13 (50%)
2011	43	30	19 (63.3%)
2012	47	28	18 (64.3%)
2013	52	33	17 (51.5%)



Advanced Placement Results

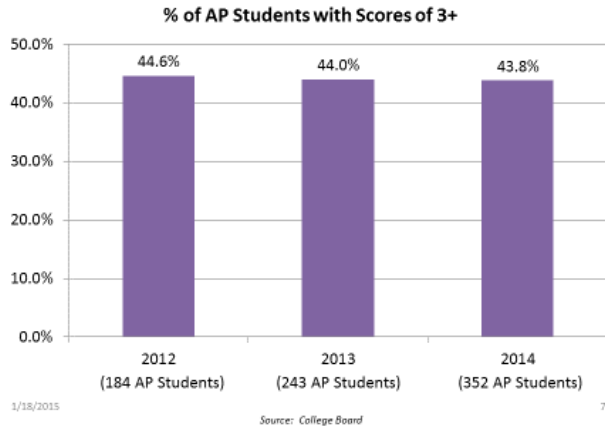
Advanced Placement Program

As Norwalk High School continues to offer college preparatory courses, it is imperative that the students enrolled in these courses earn college credit after completing these high school courses. Students who receive a 3, 4, or 5 on their AP exams qualify for college credit at most of the nation's colleges and universities. The AP Program at Norwalk High School has grown significantly with 352 students enrolled in AP courses during the 2013-14 school year. Some of these students were enrolled in more than one course, so the number of tests given is significantly higher at 703. Of those tests given, 222 students passed giving NHS a 32% passing rate. Highlights of our AP program are a 90% passing rate for AP Spanish Language and 77% passing rate in Studio Art 2-D.

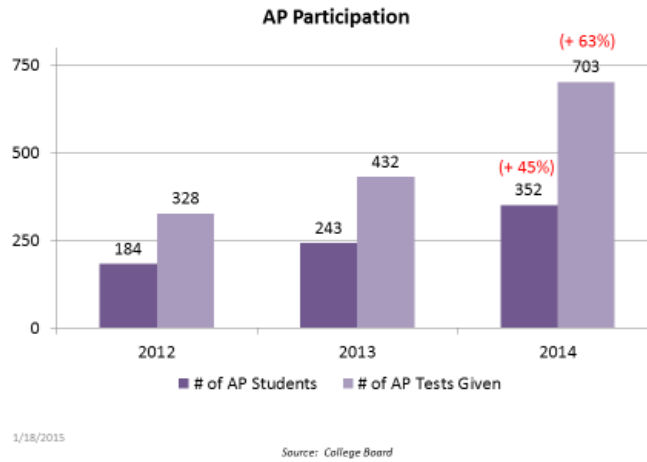
AP Exam Historical Pass Rates

Subject	2012			2013			2014		
	# of Tests	# Passed	% Passed	# of Tests	# Passed	% Passed	# of Tests	# Passed	% Passed
Studio Art 2-D	1	1	100%	12	11	92%	13	10	77%
Studio Art 3-D	-	-	-	3	3	100%	4	2	50%
English Language	-	-	-	57	18	32%	116	30	23%
English Literature	30	14	47%	34	14	41%	47	19	40%
US Government & Politics	78	18	23%	88	17	19%	107	15	14%
US History	83	23	28%	76	19	25%	137	19	14%
Calculus AB	23	13	57%	34	25	74%	37	10	27%
Statistics	-	-	-	7	0	0	30	2	7%
Biology	33	6	18%	30	7	23%	40	11	28%
Chemistry	-	-	-	-	-	-	27	1	4%
Physics B	14	6	43%	18	7	39%	19	6	32%
Spanish Language	35	34	97%	47	36	77%	99	89	90%
Spanish Literature	23	14	61%	26	12	46%	25	10	40%
All Exams	328	133	41%	432	169	39%	703	222	32%

AP Program Summary



AP Program Summary



2014 AP Score Distributions

School Totals by Score

Score	Str Art 2D	Str Art 3D	Eng Lang Comp	Eng Lit Comp	US Gov Pol	US Hist	World Hist	Calc AB	Calc BC	Stat	Sci	Chem	Phys B	Span Lang	Span Lit	Total Exams	% of Total Exams
5	2							2						26		36	5.1
4	2		3	5	3	7		3		1	2			35	1	62	8.8
3	6	2	24	12	9	11	1	5		1	9	1	6	28	9	124	17.6
2	3	2	65	24	24	49		8	1	3	21	4	3	9	14	230	32.7
1			34	4	68	69		19		25	8	22	30	1	1	251	35.7
Total	13	4	116	47	107	137	1	37	1	30	40	27	19	99	25	703	100.0

Source: College Board

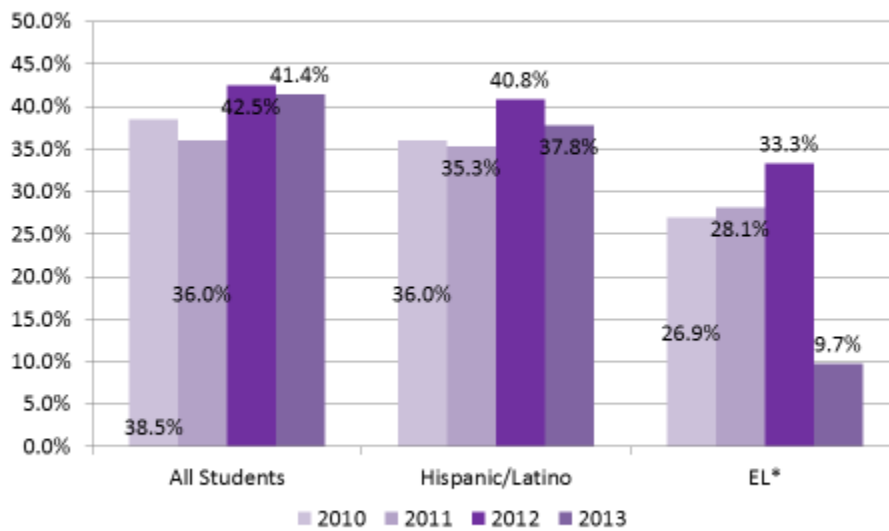


University of California A-G requirements

A-G Completion

Another way that Norwalk High School is committed to college readiness is by having more students take courses towards A-G completion. Since 2010, 41.4% of students have completed A-G requirements. This means that they are eligible to apply to a UC or CSU. There has been an increase in the number of Hispanic/Latino subgroup that is eligible but there has been a significant decrease in the number of EL Students completing the A-G coursework. This decrease is due to the definition of EL students changing from the NCLB standards which included RFEP students to only students who classify as EL.

A-G Completion Rates



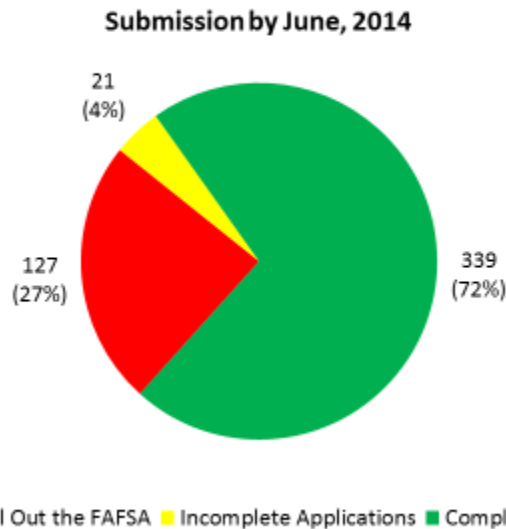


Financial Aid

FASFA Completion

Students who graduate from Norwalk High School and seek to receive some sort of financial aid for college must complete a FAFSA form. Norwalk High School counselors work with students and parents to ensure that these forms are filled out completely and in a timely fashion. There are financial aid workshops and a college and career counselor to help these students. As of 2014, 72% of the seniors completed these forms. Our ultimate goal is to have 100% of our seniors complete the FAFSA form. Our counseling team works diligently with our college and career counselor to ensure that all students are supported through this process.

Class of 2014 FAFSA Submission



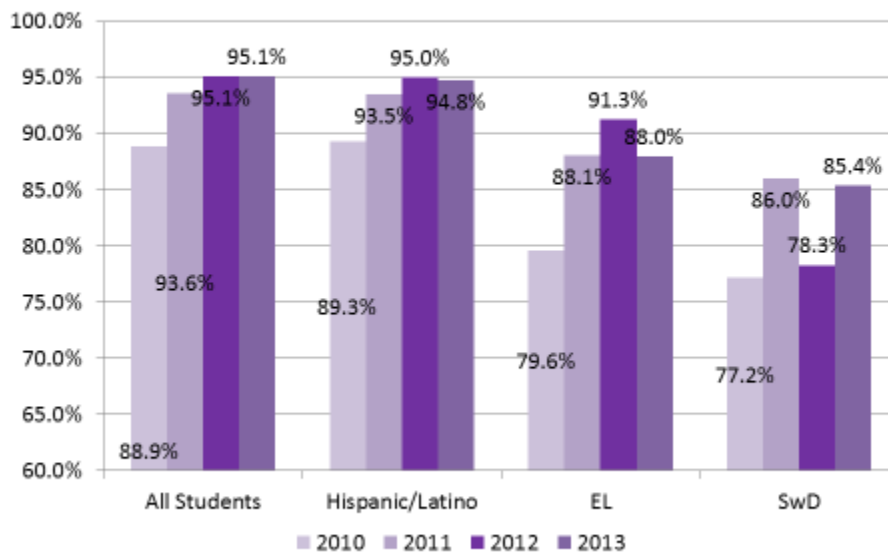


Completion Rates

Graduation Rates

Norwalk counselors work closely with students to make sure that they complete the requirements for graduation. NHS also offers Edgenuity classes that help with credit recovery. These are online courses and several can be made up within a semester. Currently, 95.1% of students graduate from Norwalk High School. Our SWD remains the lowest subgroup for completing graduation requirements at an 85.4%.

Cohort Graduation Rates



1/18/2015

Source: California Department of Education

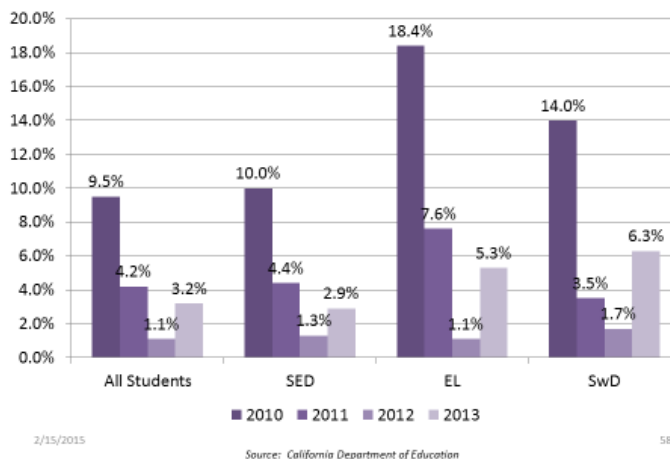
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Dropout Rates

Norwalk High School remains far below the district in numbers of students who dropout. 2012-2013 had the lowest number with only 13 students that year. Graduation remains a priority at NHS and the staff is committed to helping students complete this goal. Our most significant growth has been with our EL population and our Students with Disabilities.

Cohort Dropout Rates

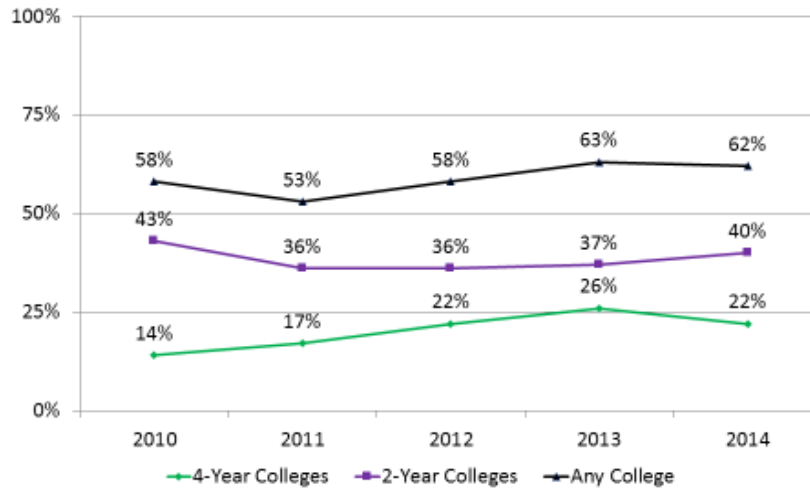


Post-Enrollment Data

Because college and career readiness is a priority at Norwalk High School, it is important to know where students are going after they graduate. Currently, 22% of NHS graduates attend a 4-year college/university right after graduation. 40% attend a 2-year college which means that 62% of our graduating class is attending some type of college. This number increases when looking at the full year after high school. Many of our graduates enroll during the year. This increases the numbers as such: a 4-year college/university to 26%, a 2-year college to 45% and the total to 71%.

Where do our graduates go?

College Enrollment Immediately After High School



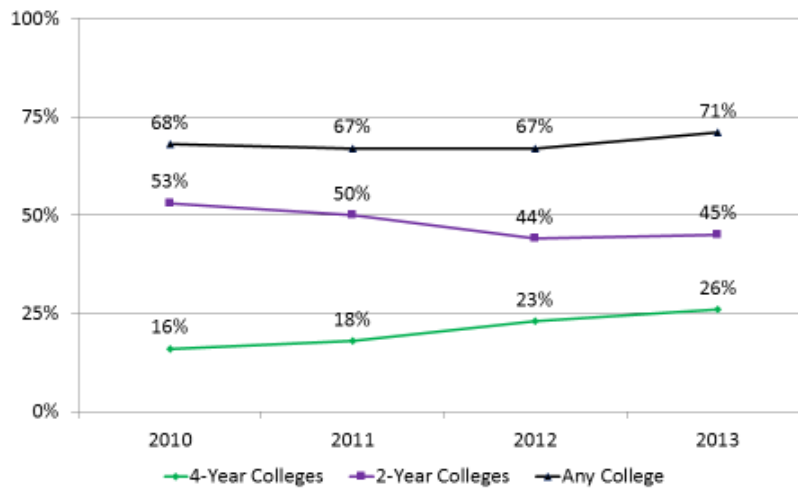
1/18/2015

Source: National Student Clearinghouse

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Where do our graduates go?

College Enrollment Any Time During the First Year After High School



1/18/2015

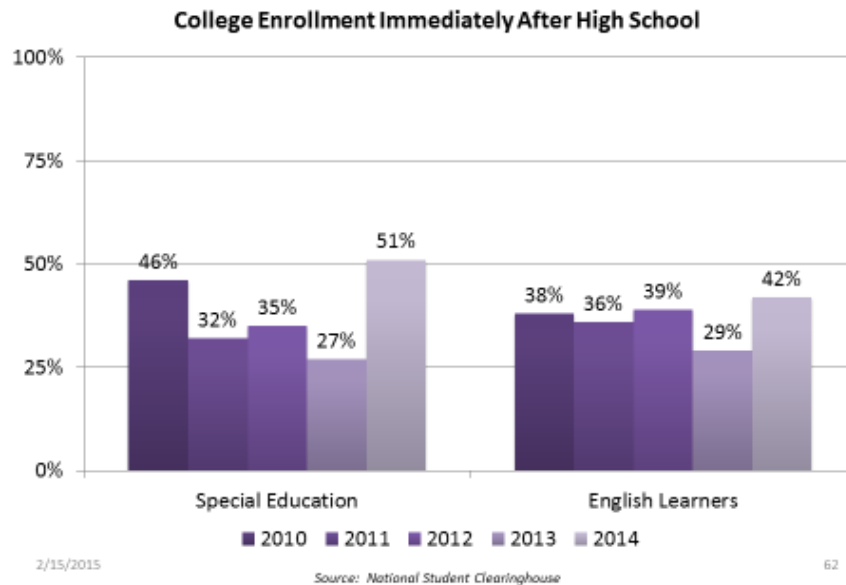
Source: National Student Clearinghouse

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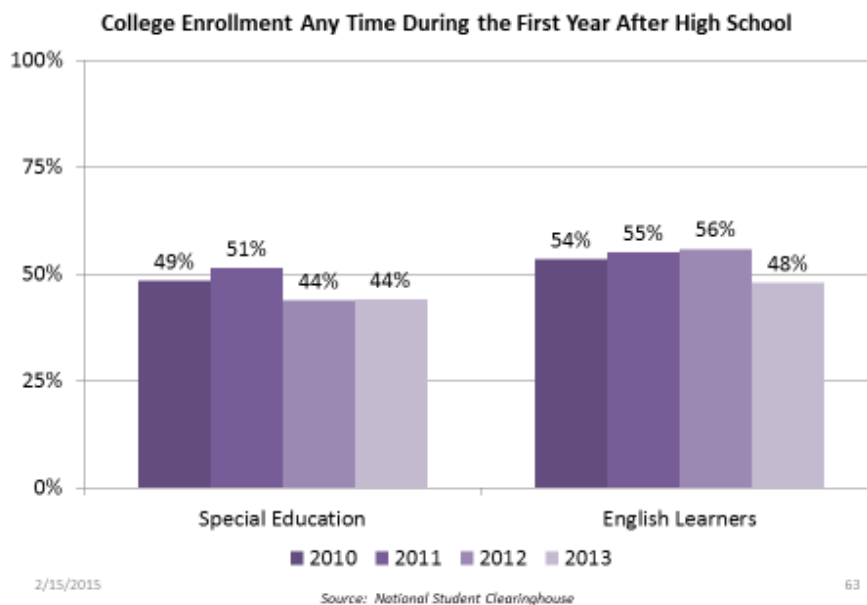
Post-Enrollment Data Subgroups

SWD in our special education program are also enrolling in colleges. 50% are enrolling right after high school. Within one year of graduating 49% of our EL population is enrolling in some sort of college as well.

Where do our graduates go?



Where do our graduates go?



Chapter II

Progress Report



Chapter II- Progress Report

Norwalk High School's most recent self-study occurred in October of 2008, followed by a 2 day Mid-Term progress report and visit in the Spring of 2011. As recommended by the WASC Visiting Committee in both 2008 and 2011, our WASC/Single Plan for Student Achievement guides our ongoing school improvement efforts to graduate college and career-ready students who exemplify our Expected Schoolwide Learning Results (ESLRs) as creative and critical thinkers, responsible citizens, collaborative workers, who are prepared for success in both college and career.

Schoolwide progress is a cooperative effort between the students, staff, and parents via the School Site Council, PTSA, ELAC, DELAC, parent workshops, various curricular and extra-curricular clubs, faculty collaboration and continuing professional development. All of the stakeholders in the Norwalk community are proud of the academic progress occurring at Norwalk High School. These stakeholders are committed to continuing the Lancer's journey to become college and career ready.



Overview

This chapter will describe the progress made since the last full Self-Study and WASC visit in 2008. It has been divided into three sections. The first section will highlight areas of improvements identified by the visiting committee as referenced from the last WASC visit, and define our ESLRs. The second section will highlight all of the significant developments since the last WASC visit that support Norwalk's action plan. And the final section will describe the implementation and monitoring of the action plan.

Section 1

The following recommendations were made by the WASC visiting committees in 2008 and 2011.

1. *Provide ongoing evaluation tied to the school's ESLRs and the California Standards in all content subjects to assist teachers in the implementation of instructional strategies and activities designed to improve content mastery, API and AYP, and raise graduation rates.*
2. Raise the achievement levels of all students.
3. *Create a rigorous and challenging curriculum that encourages and raises the percentage of students meeting the A-G requirements.*
4. *Extend Benchmarks to all curricular areas aligned to curricular maps and pacing guides.*
5. Seek out ways to increase parental involvement and improve communication to all parents.
6. Increase student access to technology with a District plan to provide fiber network in the next few months.
7. Satisfy NCLB credential requirements for all certificated staff



Norwalk High School is dedicated to consistently striving towards excellence. While we have shown great gains in the past decade, we recognize there is still much work to be done. It is our culture to work together to continually improve the student experience. The following is a list of highlights related to the recommendations

- **Direct Interactive Instruction-** Norwalk High School is currently implementing research-based instructional strategies called Direct Interactive Instruction (DII). Norwalk High School partnered with Action Learning Systems, Inc. (ALS) to provide teachers with training on how to design and implement interactive lesson plans to increase student engagement in the classroom. Last year, Language Arts and Mathematics teachers were given release time to work individually with an ALS representative. This consisted of a planning period, modeling period, and a debriefing period. DII increases student-to-student and student-to-teacher interaction throughout the lesson. The DII practice models an “I do” alone, “We Do” as a class, “You Do

with Support” with your partner, and “You Do” alone pattern with the combination of think time, pair sharing, revisiting of daily objectives, frequent checking for understanding, and a closing activity. DII lessons are interactive and well aligned to state standards. Our action plan has this program continuing into the Social Studies and Science departments this year. Our Language Arts and Math departments also received a review day scheduled after the teachers were able to implement strategies as well as one on one session with the coach.

- **CAHSEE Boot camps-** Last year students in the 11th and 12th grade who had not passed the CAHSEE were enrolled in a week-long class to receive intensive support in either ELA or Math to prepare for the CAHSEE. This class was taught by an off campus partnership through Kaplan. Instructors helped students in test taking strategies designed specifically for the exit exam and the instruction included a review of the material covered on the test, practice exams as well as skill building. Arrangements were made with teachers to allow these students to make-up any missing assignments or tests. The success of the CAHSEE Boot Camp contributed to our school’s increasing CAHSEE pass rates and therefore was extended to include 10th graders before they take the test in March. Students were selected based on past scores on state exams, their grades during the first semester, teacher recommendations and attendance.
- **Rigorous and Challenging Curriculum-**In response to our need to create rigorous and challenging curriculum that encourages and raises the percentage of students meeting the A-G requirements, NHS has ensured that vast majority of our core academic classes meet the A-G requirements. In addition, several of our electives have worked to apply for A-G compliance and have now been added to the list of courses offered that will fulfill those areas. For example, our journalism class and our foods courses will now earn A-G credit. Our district chose to change the Language Arts 12 curriculum to the Expository Reading and Writing Course (ERWC) which is a full-year college preparatory English course for high school students. The ERWC aligns with the California English-Language Arts Content Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty.
- **Increased Counseling Support Services-** In response to our need to raise the levels of all students, an intervention counselor was hired last year as a part time position and was so successful that the position became fulltime this year. This counselor meets with students in the 9th and 10th grade who are failing courses or who are showing signs of at-risk academic behavior. Students are identified as at-risk by low grades, poor attendance, and social-emotional factors as well as through teacher recommendation. Our intervention counselor holds meetings with parents, small groups of students and organizing a peer-tutoring program. These students are placed on contracts to help them stay accountable for homework assignments and test scores. Parents are encouraged to attend parent meetings and workshops designed to help them support their at-risk student. The intervention counselor also holds a “Back on Track” meeting with parents and students who are not demonstrating increased success in their academic performance. Steps to turn around their failing grades are highlighted for parents and students.
- **Intervention Courses-**In a continued effort to raise the achievement level of all students, NHS offers several intervention courses to support our students who struggle in academic areas.

There are reading support classes offered that utilize programs like Read-180, Kahn Academy and Academic Language Development. EL students are able to take core courses in sheltered classes where instruction is in English, but reinforced with ALD strategies. Students with deficient math skills also receive support through an added elective Math Enrichment class.

- **CLASS-** Community of Lancers Achieving Student Success is a monthly meeting designed to reach out to the Community of Norwalk to discuss what is happening at NHS. These meetings are well attended and highly interactive. Parents and community members look at data, talk about school goals and actions, and share monthly information on what is happening at NHS.
- **Back on Track Night -** Back on Track night was implemented in the 2013-14 school year. It is held for parents of ninth and tenth grade students who failed two or more classes in the first part of the Fall semester or had poor attendance during that first semester. Spanish translation is provided for parents who speak limited English. The meeting revisits graduation requirements, provides strategies for supporting academic achievement, and offers suggestions for family accountability at home. Parents have responded positively to the school's effort in trying to help all students succeed.
- **EL Coordinator-**In an effort to help our EL Students, a new position was created for a teacher to work with this specific population. Our EL Coordinator compiled a Data Dashboard, which is a printout-by class-that gives information regarding students. This includes CELDT level, CAHSEE Results and CST Proficiency Levels. Having the data in one spot was so successful that the coordinator made one for all teachers even if they did not teach EL Students. Our coordinator attends district trainings and meets with all EL students to discuss progress in school and deal with the specific issues related to students learning English.
- **Parent Portal in PowerSchool-**In a continued effort to keep parents informed about their student's progress, NHS has been using the Parent Portal through PowerSchool, a computer program that links attendance and grades. This program is a daily record for parents, students and teachers to use to help students track assignments, keep track of their overall grade and keep their parents informed about their progress and attendance. Parents, students and teachers are all given their own login and password which connects them to their individual needs. The teacher's access is class wide and is broken down by course. This is where attendance is reported daily. Parents and students are able to see their own records and lists of assignments and assessments for each class. Parents can see if assignments have been completed and students can see their scores before their assignments are even passed back to them. This feature also provides parents with a quick link to teachers' emails so that messages about helping to improve their student's progress can be communicated.
- **Blackboard Connect-** This year Norwalk High School has implemented the Blackboard Connect phone system. This resource allows teachers, counselors, and administrators to send personalized messages in multiple languages to the families or guardians of Norwalk students. These messages provide the family information regarding classroom behavior, academic performance, and scheduling of upcoming examinations.
- **Common Assessments-**Norwalk High School departments are continually working towards having common assessments at the end of each unit. This way, all students, regardless of

teacher, will be tested in the same way on the same material. This helps to hold all stakeholders accountable to keeping on pace with standards and instruction. Further implementation of common assessments has been that teachers teaching the same course have more closely aligned gradebooks. It does not necessarily mean that all of the tests are the same, but the same standards are being assessed for a similar amount of percentage of a grade.



Our Student Outcomes (ESLRs) were completely reviewed and revised by school leadership and presented to staff in the Fall of 2013 for consensus approval. Norwalk High School's current ESLRs were developed in coordination with its revised Vision and Mission. Our current version is as follows:

Norwalk High School graduates will be:

1. Able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.
2. Prepared for success in both college and career.
3. Responsible members of the Norwalk High School community.

Section 2

This section is comprised of additional highlights of our continued effort to increase student achievement. Although they are not directly in response to WASC recommendations, they also demonstrate our continued effort to increase student achievement.

Late Start Wednesday Collaboration- Departments meet bi-monthly for collaboration. During this time, teachers discuss best practices in instruction, evaluate data and use this data to guide instruction, discuss pacing and common assessments as well as make decisions for the good of the department. This is also a time where departments can discuss issues and share their concerns with administration.



LLT- The Lancer Leadership Team meets once a month. This team is department chairs, program coordinators as well as administration. This team discusses schoolwide data and the latest research in assessments. Each department is able to share their concerns and accomplishments and serve as an advisory group to the principal and administration. This is also where agendas for Late Start Collaboration are decided. Each department is given a skeleton framework of information that must go out to their department as well as suggestions for how the time may be spent.

College and Career Counselor- This Counselor was added this year to assist our counseling unit with the responsibility of collecting student college and career data and structuring a complete one stop location for students to access all information related to college and career planning. This position is dedicated to helping each student navigate through financial aid applications, assistance with college applications and helping these students find the resources for scholarships. This counselor also raises awareness of types of colleges and programs through our college of the week display and by setting up informational stations within the Career Center. This counselor works diligently to ensure that our students have many more opportunities available to them. This is in addition to the excellent work that our counseling team does each year. Students are able to have more resources available to them because they have a specialized position working for them.

PLASCO- Since the last WASC visit, Norwalk High School has partnered with PLASCO ID to help monitor student attendance and tardiness. This system efficiently streamlines the issuing of tardy passes to students while tracking student tardiness. Students only have to scan their ID and PLASCO will print a pass for class. This negates staff having to write out passes and keep track of the amount of tardies. The computer program keeps track of the number of offenses and has a progressive disciplinary system. The first offense is a warning, the second is a detention, the third is an administrative conference and the fourth is a Saturday School in order to clear the unexcused absences. This allows students to get to class more quickly and it does not interrupt instruction.

SAT Prep Courses- All 10th, 11th and 12th graders are provided with a free SAT Preparation course. As an effort to help students raise their SAT scores and keep them competitive for college entrance, Norwalk High School has partnered with Kaplan K-12 Learning Services to provide a weekly program for the December and March Tests. Classes are held on Saturdays on the Norwalk High School campus. Students are charged a \$50 refundable fee when they register for the class and if they attend all of the sessions, they are refunded this fee.

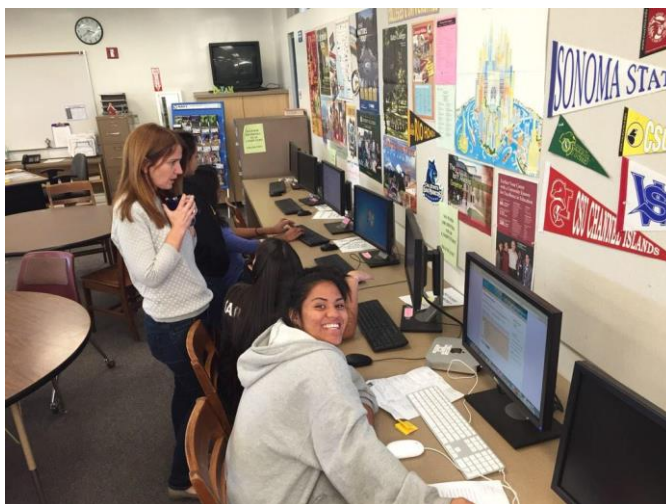
SAT Test Day- Our district is committed to helping students become college and career ready. One of the steps is to enable all of our students to take the SATs. In October, our district paid for all seniors to take the SATs. Juniors and Sophomores were able to take the PSATs and Freshmen took the Readistep test. The Readistep is a college readiness test designed to see what areas students should focus on during high school in order to better prepare for college level courses.

Common Core Trainings- With the implementation of the Common Core Curriculum in all departments, a team of teachers was established in order to help train the staff in strategies that would be utilized in the classroom. This Common Core teams meet monthly and help to run professional development trainings for part of our Wednesday Late Start meetings. Our district provides support by providing coaches and trainings to help our staff implement common core curriculum within their classrooms. These coaches work with departments as well as one on one with teachers to help with instruction, assessments and curriculum design.

PBIS- The Positive Behavioral Intervention and Support Team takes a proactive approach to students' behavior. This team recognizes students who embody NHS's motto that Lancers are Responsible, Respectful and Involved. Each month, this team awards students with perfect attendance certificates, Student of the Month Pizza Party and recently added an employee of the month award. They have developed a positive points system "Lancer Points" through our PLASCO ID system where students may earn points for demonstrating the positive traits of a Lancer. These points can be redeemed for rewards each month during snack and lunch.

Technology Updates- All teachers were given a survey at the beginning of the year as to what they would need in their classrooms in regards to technology. Teachers were given LCD projectors, ELMO projectors, laser jet printers and a MacBook Pro. All teachers were issued their MacBook Pro regardless of need. These items were not taken out of department budgets and were given as an effort to help provide students with the best possible instruction. Now that all staff members have their own MacBook Pro laptops, staff meeting agendas and handouts can be sent via email and teachers can post to Schoology during the meetings as well.

AP Courses and Classes- The number of Advanced Placement classes has increased since the last visit. There are now 14 different AP courses offered and many have more than one section available. One reason for this increase is that NHS offers an open door access policy for enrollment in all courses and this created a demand for more sections as well as for more classes. More students are able to take the test at the end of the year because NHS pays for the fee. This year we are expecting 880 AP tests to be administered to our students. This represents significant growth from our last visit when only 160 were administered. The AP courses offered currently are in American Government, Biology, Calculus, Chemistry, English Language and English Literature, European History, Physics, Psychology, Spanish Language and Spanish Literature, Statistics, Studio Art and US History. Our language arts classes are using Pre-AP curriculum in the 9th and 10th grade language arts program. NHS will offer AP Environmental Science and AP Human Geography next year.





Section 3

Implementation and Monitoring of School-Wide Action Plan

Norwalk has a schoolwide action plan that integrates all of the WASC critical areas for follow-up. The SPSA (Single Plan for Student Achievement) is also used to rationalize and determine all categorical fund expenditures. The administrative team, consisting of the principal, two assistant principals, and a dean of students take primary responsibility for ensuring that the schoolwide action plan is carried out. Additionally, SSC (School Site Council) monitors and measures the success of programs as they are implemented, agrees on which programs to implement, and decides how the implementation should occur. Department chairs also assist in monitoring the schoolwide action plan during their collaboration meetings throughout the year. Monitoring of the SPSA is an on-going collaborative effort. As the year progresses, the SPSA is updated with recommendations from all stakeholders. At the close of the year, all stakeholders evaluate the action plan to make further recommendations. Once all recommendations are finalized, the SPSA is presented to the School Board for adoption and approval at the beginning of each school year.

The 2013-14 Single Plan for Student Achievement is guided by the following action plan to support student success:

- *All students will reach high standards, at a minimum, attaining proficiency or better in English, Mathematics, Social Science and Science.*
- *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts, and mathematics.*
- *All students will attend school regularly in a learning environment that is safe, drug free, and conducive to learning.*
- *All students will graduate from high school ready for both college and careers.*

Chapter III

Student and Community Profile

Overall Summary from Analysis of Profile Data and Progress



Chapter III: Student/Community Profile-Overall Summary from Analysis of Profile Data

IMPLICATIONS OF THE DATA

The data in Chapter I reveals that Norwalk High School is continuing to self-evaluate as well work on improving areas of need. NHS staff is committed to monitoring data and seeking responses to our areas of critical need.

District Changes

Norwalk High School has had many changes since the last Mid-Term WASC Visit in the Spring of 2011. Our district leadership reorganized from a Primary and Secondary Superintendent to an Assistant Superintendent and a Director of K-12 Instruction. This change has helped our district to focus on vertically aligning the Common Core curriculum and helped to design ways to implement this new instruction into the classrooms in the most effective ways. Furthermore, our superintendent, Dr. Ruth Perez, left our district in September of 2014. Our interim superintendent is our former superintendent, Mrs. Ginger Shattuck. Our district leadership is focused on the entire education experience in the Norwalk-La Mirada Unified School District.

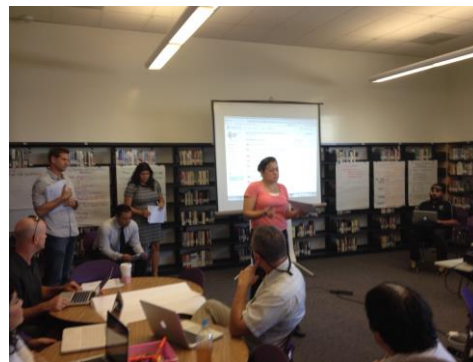
Administration Changes

Another significant change has been with the administration staff at Norwalk High School. We have been under the leadership of three different principals since the spring of 2012. In the spring of 2012, our principal of 10 years, took a position at the district office working to develop Intervention strategies for the secondary level. Then we had a principal who stayed for only one academic year. Dr. Ryan Smith began as Principal in July of 2013 and is now in his second year. Assistant Principal of Curriculum, Francisco Ramirez, has been in this position for the past two years. In addition to curriculum and instruction, he is in charge of running all of our testing, completing the master schedule and working with our counseling staff. Assistant Principal, Dr. Jennifer Panagos, is in charge of facilities, maintenance, athletics and all special education programs. This is her first year in this position. Our Dean of Students, Bindi Crawford, joined the team in the fall of this year and is in charge of all student discipline. While still considered a member of the administrative team, the Dean position is only 10 months.



Site Improvements

Our school site has been updating our technology and working to improve the physical campus as well. This has all been made possible through a bond from the state. Our cafeteria received a modernization and now has a more café style of eating. This café includes televisions for the students to enjoy. Our food services also increased the lunch menu to provide more choices for our students. These meals are served in different areas of campus and have enabled our cafeteria staff to more efficiently serve all of our students during the lunch period. Throughout our campus, 90 picnic benches were added for more seating during snack and lunch. Our fields have undergone some reseeded and leveling for better drainage. Our library and computer lab is completely furnished with updated iMac computers. Our certificated staff was issued individual MacBook Pro laptops so that everyone was able to access and communicate on the same operating system. At the beginning of the year, administration made sure that each classroom was equipped with a basic technology package. This package included a printer, document camera and a classroom projector. The staff is also provided with technology professional development opportunities in order to implement new software such as Schoology. Our students are all wearing ID's that help to keep better attendance records through our PLASCO system. Students who are tardy are able to be scanned, identified and quickly returned to classroom instruction. The system keeps track of their attendance and issues warnings, detentions and Saturday Schools based on the number of times students are tardy. PLASCO has also allowed our Positive Behavior Support Team to issue 'Lancer Points' for students who are doing well on campus. As students are seen wearing their IDs, helping others or demonstrating their Lancer Pride, PLASCO allows campus staff to tally up the points and award prizes through a computer program that will keep track of their information via student ID numbers.



Professional Development

Our staff continues professional development on Late Start Wednesdays and has been exploring AVID strategies and implementing them into our non-AVID classrooms. Trainings have included Direct Interactive Instruction trainers who work with our staff in smaller groups, within departments to share current strategies. Training includes giving the staff opportunities to co-teach as well as see demonstrative models of best practice instruction. Our district provides support coaches in the academic core areas of instruction. These coaches work with our staff to develop lesson plans and assessments throughout the year. A team of teachers work on the Common Core Curriculum Team and help to train the full staff in Common Core Strategies. This team is made up of teachers from NHS but receives trainings at the district level before they train our staff.

Attendance and Discipline

Our student attendance remains consistent from a low of 92.16% in our senior class to a high of 95.82% in our junior class. Students are able to clear truancies through our Saturday School Program. This program has been highly successful and continues to be a time where students can receive help on their homework, prep for the SATs and spend time on campus doing positive things like campus restoration. From September through April of last academic year, this program has helped NHS to recover over \$45,000 in lost revenue. Over 5,000 hours were reclaimed and over 1,300 participated in the program. We have worked really hard to reduce the number of suspensions over the years. NHS has also seen a significant decrease in the number of referrals.

Curriculum Changes

Currently, the math and science departments are integrating the new Common Core courses with the incoming freshmen and rolling out the current offerings with each graduating class. All of our Algebra I courses have phased into Common Core and are under the course title, Mathematics I. Our science department is offering Biology as a first year course and is working to incorporate the Next Generation Science Standards (NGSS). Norwalk High School has developed many pathways for the students to explore a multitude of careers. Through the Linked Learning Initiative, NHS has established clear pathways in Biomedical Services, Engineering and Computer Science using PLTW as well as developed a pathway in Visual and Performing Arts called LA FAME. These pathways articulate well with the middle school programs. Furthermore, our staff is working to incorporate the new ELD standards into all ALD and sheltered courses. 9th and 10th grade honors language arts students are using the College Board's Springboard Pre-AP curriculum. Our 12th grade language arts classes are using the ERWC curriculum to encourage students to become college ready. This curriculum was developed by committees at the UC and CSU level in an attempt to help target the skill areas where most incoming college freshmen are in need of remediation. Our incoming freshmen who have failed their language arts or math courses during their 8th grade year are offered a JumpStart program during the summer to prepare them for their freshmen year. These courses count as elective credits and help these students become familiar with the academic rigor expected at the high school level. During the summer, and then again after the first semester, administration and teachers identify students in need of remediation in math and language arts and these students are placed in a Reading Enrichment or Math Enrichment course. These courses use iPads, enrichment curriculum like Read 180 and personalized academic instruction to help these students close the achievement gap. For our students in need of a more challenging curriculum, NHS has expanded our AP programs to include more sections of AP courses currently offered as well as new courses like AP European History, AP Studio Art and AP Psychology.

AYP

Norwalk High School continues to meet requirements for participation and graduation rates and has shown significant growth in the number of students scoring proficient in Math. NHS also met all the overall API goals for the school. Our growth in the both English and Math from 2010 has improved overall. However, we did not meet our required proficiency rate all of the years, and therefore are in the first year of program improvement.

API

Our schoolwide API scores have increased each year. For our subgroups, our students with disabilities were falling behind in 2010 and 2011 but have increased exponentially in 2012 and 2013. Although there was growth in 2011 and 2012, our EL population still needs attention because they did not meet the requirements for their subgroup goal.



CST

Norwalk High School worked to continue to raise scores on the CST testing. Since 2010, all content areas have made improvements towards students scoring a proficient score. Particular attention was given to the math department because these were the lowest proficiency percentages. All content areas were asked to brainstorm test prep ideas for their subject area in order to help students reach their full potential.

CST % Proficient/Advanced by Subgroup

A common trend in all subject areas was that the Hispanic/Latino population scores the highest of all of the students, followed by the SED subgroup. Our lowest two subgroups remain the EL population as well as the SWD subgroup. A period/section for an EL coordinator position was built into the Master Schedule and a teacher was assigned to the position to help close the academic gap between non EL students and EL students. The Special Education Department has been working with the IEP teams to help develop individualized schedules for each student in order to boost that student's academic achievements. This is one of the reasons why scores have improved over the years.

CAHSEE

Our students continue to pass the CAHSEE at a consistent rate. Overall, 81% of our 10th grade students are passing the English portion and 85% are passing the Math portion. In 2013 both our Math and English proficiency rates were above 50%. Our subgroups continue to do better each year with our two highest growth areas being in our Hispanic/Latino population, with an 81% passing rate and our socio-economically disadvantaged, with a 79% passing rate.

Career Academies

Norwalk High School has 4 academic pathways. The four pathways are Engineering, Biomedical Sciences, Computer Science and LA FAME. The first three pathways are part of our Project Lead the Way linked learning initiative. Our VAPA department has developed a pathway for their students called LA FAME. These pathways help our students experience what a career might be like in the field of their choice.

Academic Support Services

NHS offers several levels of academic support to our students. There are interventions for individual classes and tutoring in each department before school, after school and during snack and lunch. The Library and computer labs are available for students during these times as well. Intervention classes are offered for incoming students through our summer JumpStart program. Students who are struggling academically during the first semester are able to enroll in math and language arts enrichment courses which will help them to work on their skills in a smaller class setting with more individualized instruction. These courses also utilize technology such as iPads, and use supplemental curriculum like Read 180 to help students close the achievement gap. Our school also has an intervention counselor who works with students identified as at-risk during their 9th and 10th grade year. These students receive additional counseling, organizational skills, parent conferences and trainings to help them become successful at NHS.

Counseling

Our counseling staff has reorganized to better meet the needs of our changing master schedule. Counselors are divided by alphabet as well as by academies and AVID. We also have two additional counselors to help support our students in need of intervention and also for our students who are applying to colleges and careers.

D and F Rates

These rates seem to be varied between teachers in each department. Norwalk teachers are working to ensure that the grades that students are receiving are working to decrease D and F rates. Improvements have been made as a result of staff development dedicated to this issue and department chairs working with administration and teachers to develop an approach that focuses on student motivation. Additionally, teachers are also taking time to re-teach lessons when necessary to ensure subject mastery. The goal is to have students understand that their grades will improve if they set high expectations for themselves, put in the time and effort, and access any additional help. Teachers are trying to provide multiple opportunities for student success.



SAT and AP

NHS offers 14 different AP courses. The AP program has grown significantly in the past few years and there are multiple sections for many of the courses. Teachers are able to go to summer seminars and workshops for AP courses. Last year, 714 AP tests were taken at the end of the year. In an increased effort to help our students become college and career ready, our district provides our seniors with an opportunity to take the SATs during the fall. This is free for all participating seniors. This past year, over 94% of our seniors took the SATs. NHS continues to provide support for the SATs by offering SAT workshops through Kaplan. There is a small deposit to enroll and if the student attends each session, the deposit is refunded.

A-G Compliance

As Norwalk High School continues to push students towards college and career readiness, it is important to continue to work with students so that they complete courses that satisfy the CSU/UC A-G requirements. As of 2013, only 41.4% of our graduates have these requirements completed by the time they finish at NHS. We have been working towards aligning our courses to help more of our students reach the A-G requirements. Currently, almost all of our core academic courses meet these requirements and we are working to ensure that most of our elective courses fulfill these requirements as well.

Graduation Rate

In contrast to our A-G Compliance, our completion rates at NHS have increased into the 90% and currently 95.1% of our students are completing the requirements for graduation. One of the highlights is that our SWD jumped from a 78.3% graduation rate in 2012 to an 85.4% rate in 2013. With increased support for our EL population, this subgroup has been able to jump from an 88% graduation rate to a 91.3% in the last three years. There is still room to improve in these two subgroups, but progress has been made.

College-Going Culture

Norwalk High School continues to strive for every student to be college and career ready. As of 2013, 71% of our graduates enrolled in a college program within one year of graduating NHS. By tracking our students after they graduate, we were able to determine that 45% of our graduates enroll in a 2 year college and 26% enroll in a 4 year college. There are many programs in place to help raise these percentages. NHS continues to stress that college and career readiness are important. An “SAT Test Day” in October, where every student at each high school took a college preparatory exam, was implemented this year to ensure that all seniors were given an opportunity to take the SATs at no cost to them. A new Language Arts curriculum for seniors, ERWC, explores college options while keeping to the academic standards for the 12th grade. Also, our pathways and programs like K-16 Bridge, have helped to provide direct access to collegiate programs. Our counselors work with all students to make graduation plans beginning their freshmen year. Counselors also provide workshops and presentations to help our students fill out applications, FAFSA forms and apply for scholarships.

AVID

Norwalk High School’s AVID program has grown over the past 4 years. Now, there is an AVID class at each grade level and there are two classes of AVID freshmen students. Students in the AVID program have been able to maintain a GPA higher than a 2.0 and this year will be our first graduating class. Our AVID seniors will have 100% graduation rate this year.



Response to Recommendations:

- 1. Provide ongoing evaluation tied to the school's ESLRs and the California Standards in all content subjects to assist teachers in the implementation of instructional strategies and activities designed to improve content mastery, API and AYP, and raise graduation rates.**

Connects to Student Learner Outcome:

#1-Norwalk High School Graduates will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology

#2-Norwalk High School Graduates will be prepared for success in both college and career

#3-Norwalk High School Graduates will be responsible members of the Norwalk High School community.

As Measured By:

- CST Scores
- CAHSEE Scores
- PSAT/SAT Scores
- SBAC Assessment Results
- AP Testing Scores
- D/F Rates
- Graduation Rates
- Dropout Rates
- Number of Students fulfilling A-G Requirements
- College Enrollment Data
- FAFSA Completion Data
- Common Assessments

2. Raise achievement levels of all students

Connects to Student Learner Outcome:

#1-Norwalk High School Graduates will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology

#2-Norwalk High School Graduates will be prepared for success in both college and career

#3-Norwalk High School Graduates will be responsible members of the Norwalk High School community.

As Measured By:

- CST Scores
- CAHSEE Scores
- D/F Rates
- Graduation Rates
- Number of Students fulfilling A-G Requirements
- Common Assessments
- Dropout Rates
- SAT Completion Rates and Scores
- ACT Participation and Scores
- CELDT Scores
- AP Participation and Test Scores
- College Enrollment Data
- Proficiency Scores at the UC/CSU/CC level
- EAP Results
- Reclassification Rate for our EL Population



3. Create a rigorous and challenging curriculum that encourages and raises the percentage of students meeting the A-G requirements

Connects to Student Learner Outcome:

#1-Norwalk High School Graduates will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology

#2-Norwalk High School Graduates will be prepared for success in both college and career

#3-Norwalk High School Graduates will be responsible members of the Norwalk High School community.

As Measured by:

- Graduation Rates
- CAHSEE Scores
- D/F Rates
- A-G Fulfillment
- AP Participation and Test Scores
- Number of courses meeting the A-G requirements
- Alignment of courses with CCSS
- Alignment of courses with the new ELD Standards
- Alignment of Science courses with NGSS

4. Extend benchmarks to all curricular areas aligned to curricular maps and pacing guides

Connects to Student Learner Outcome:

#2-Norwalk High School Graduates will be prepared for success in both college and career

#3-Norwalk High School Graduates will be responsible members of the Norwalk High School community.

As Measured By:

- Common Assessments within departments, and student performance on the assessments
- Staff created curricular maps
- Work within Professional Development Time
- Common grading criteria within subject areas
- Pacing guides aligned with new curriculum

5. Seek out ways to increase parental involvement and improve communication to all parents

Connects to Student Learner Outcome:

#3-Norwalk High School Graduates will be responsible members of the Norwalk High School community.

As Measured By:

- Participation in CLASS
- PTSA and ELAC Membership
- Blackboard Connect Data
- Increased usage of the Parent/Student portals on PowerSchool
- Hits on the School Website
- Number of calls for automatic dialer
- Increased participation in workshops offered (FAFSA, Scholarship, College Applications, etc.)
- Participation in advisory groups like ELAC and SSC

6. Increase student access to technology with a District plan to provide fiber network in the next few months

As Measured By:

- Wifi throughout campus

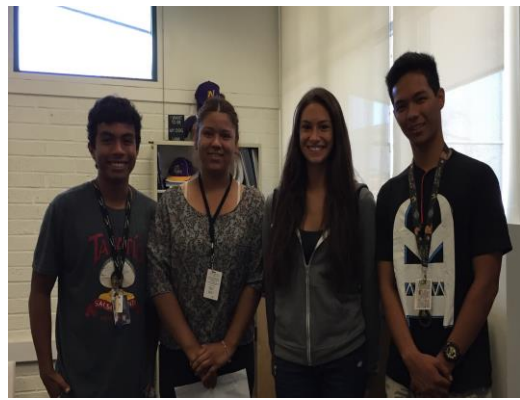
7. Satisfy NCLB credential requirements for all certificated staff

Connects to Student Learner Outcome:

#2-Norwalk High School Graduates will be prepared for success in both college and career

As Measured By:

- Staff records from Human Resources



IMPORTANT QUESTIONS:

1. What can each department do in order to lower the D and F rates and further increase student success?
2. How can we continue to raise our graduation rates and the # of students fulfilling the A-G requirements?
3. What do we need in order to continue to align our courses with CCSS, NGSS as well as the new ELD standards?
4. How can we support our EL students in general education courses?
5. How can we support our special education students in closing the gap in achievement?
6. What programs can we offer to help our college bound students navigate the application process?
7. How can we increase the number of students enrolling in post-secondary education?
8. How can we increase student performance on standardized measures related to college readiness and admissions like the SAT, PSAT and AP?
9. How can we further reduce our suspension rates and increase student attendance?



Chapter IV

Self-Study Findings



Category A1 – Organization Criterion

Norwalk High School has a clearly stated vision and mission (purpose) based upon its student needs current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and central administration, the school's purpose is further defined by school-wide learner outcomes and academic standards.

The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Norwalk High Schools Vision statement reads:

“All students will graduate and be eligible to attend a four-year college or university without the need for remediation. Our students will possess the knowledge, skills, and certifications necessary to be successful in any post-secondary environment. Our graduates will have a strong sense of what occupation they would like to pursue as a career, and will have received personalized guidance as to which post-secondary institutions, training programs, or industries will best fit their personal goals.”

Our school's commitment to this vision is evident in our school Single Plan for Student Achievement (SPSA), the school handbook, on our website and within our classrooms.

Our staff implements researched-based strategies through many different programs. These programs are supported by professional development that helps to improve classroom instruction, pedagogy and achievement. NHS is into year 3 of implementing AVID strategies school-wide. To date, there has been full staff development in Focused notes, Socratic Seminar, and Philosophical Chairs. A total of 9 teachers, 2 counselors and 3 administrators have attended the AVID National Summer Conference in San Diego during the past two years. In addition, 8 staff members attended a LACOE sponsored AVID in-service in 2012. Our new, linked pathways (PLTW-Engineering, PLTW-Biomedical, PLTW-Computer Science, and LA FAME), aim to help prepare students for careers in particular areas of interest. The Regional Occupational Programs (ROP) and Career-Technical Education (CTE) Pathways help students prepare for post-high school careers and development of on-going professional plans. Also, NHS seeks input from the community partnerships and advisory committees. The school site is also involved with on-going analysis of employment data from local, county and industry sectors helps drive curricular changes within our ROP and CTE programs. Furthermore, our school has also increased the number of AP courses and increased the number of students who are able to participate in this program.

The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

The Norwalk High School Vision and Mission statements were revised in the Spring of 2013, under new administrative leadership, through a process during our bi-monthly “Late Start” days. In Fall of 2013, under a second consecutive leadership change, a newer version of our Vision was developed by school leadership and presented to the staff. Our Student Outcomes (ESLRs) were completely reviewed and revised by school leadership and presented to staff in the Fall of 2013 for consensus approval. The revised Vision, Mission and ESLRs were approved by advisory groups, parent groups, student groups, School Site Council and the school’s leadership team (LLT). Once they were approved, our finalized mission statement, vision and ESLRs were presented to the staff in the form of posters to be displayed in all classrooms.

Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Norwalk High School’s current ESLRs were developed in coordination with its revised Vision and Mission. Our current Vision is as follows:

Norwalk High School graduates will be:

1. Able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.
2. Prepared for success in both college and career.
3. Responsible members of the Norwalk High School community.

NHS staff continues to communicate this plan to all stakeholders at teacher-parent meetings, PTSA, ELAC and SSC meetings, Back-to-School and Open House events. Posters are up in each classroom to showcase these points and our website heading has them in our school colors. Students are reminded about these focal points through our marquee as well as in a copy of the Student Handbook, which is also available online. Through our Link Crew (9th grade support) and PBIS (Positive Behavior, Intervention and Support) team, students participate in activities, both in class and out, that support these expectations.

The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Curriculum Leaders and other members of the LLT review the School Site Plan (SPSA), which is updated on an annual basis by the School Site Council – which includes representatives from teacher, staff, student and parent/community groups. Data is analyzed at each LLT meeting and subsequently

at each department meeting as it becomes available throughout the year. As data changes, so do teaching practices, professional development time and curriculum throughout the departments.

Conclusions

The recent focus on collaboration and data analysis has led to shifts in resources as NHS moves forward to increase student achievement for all. There have been multiple changes at NHS made to better meet our students' needs, including academies and pathways (PLTW, ROP, CTE), support classes, and remediation and intervention opportunities. In recent years, Norwalk High has revised and refocused our school-wide learner outcomes based on a better understanding of data and our student population. This new focus and vision has resulted in changes for students to better meet their needs. This is evident through our changes in our master schedule, our staff agendas and meeting minutes. As we strive for all our students to accomplish the highest level of performance possible, we continue to return to our vision and mission statements to justify our actions on campus and within the community. The staff is better trained in interpreting and using data which is used to formulate master schedules, benchmark and common assessments, course placement for students, and the addition of support classes. The staff continues to align curriculum with common core standards as well as work on aligning curriculum within departments. As the staff begins to use the data more effectively, many of the programs for our special education students and English Language Learners have been positively impacted to provide better instruction for those students.



A2 – Governance Criterion

The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

NLMUSD has an elected governing board that works in conjunction with district administration. The Board meets bi-monthly, with agendas clearly posted online and in public view for each meeting. Furthermore, NHS is supported by a Single School Plan that is communicated between school leadership and district administration. District administration is in constant contact with site administration via email, phone calls and staff meetings.

The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

NLMUSD has a District Strategic Plan which is posted on the district website. NHS follows the district’s plan when establishing its site SPSA. NHS’s Action Plan is developed in concordance with the district’s performance goals, with focus on recent achievement data and school needs. NHS has a strategic school-wide plan which is aligned with local needs and focus, state standards and the NLMUSD vision.

The school and business community understands the governing board’s role, including how parents can participate in the school’s governance.

District board agendas are posted before each meeting. Staff and parents can ask to be placed on the agenda, or express concerns during the open sessions. The district welcomes community input. Minutes for all meetings are posted on the district website and are available for community and staff soon after each meeting. Elections are held as positions become available and the community is able to either run for or elect their school board members.

The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Communication between the school and the Board occurs through official committees, annual review of the Single School Plan, as well as unofficial communication. Board members visit NHS for special events, and also conduct formal and in-formal observations of school staff and operations. Some Board members have developed personal connections with NHS staff and families.

There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board Policies are clearly posted online. The relationship between the board and the professional staff is outlined in each of the bargaining unit agreements. Formal communication between the board and the staff occurs through each unit individual leadership.

There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

The LEA provides the district leadership with an annual report of student achievement for each school. The NLMUSD Board of Education approves each Single Plan for Student Achievement (SPSA) on an annual basis.

The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Official conflict resolution and complaint procedures operate through each bargaining unit within the district staff. All employees receive an annual notice training which outlines procedures for complaint and conflict resolution. The annual notices are available online and in hard copy by request.

Conclusions

NHS has a strategic school-wide plan (SPSA), which is aligned with local needs and focuses on state and Common Core standards and the NLMUSD vision. The School Site Council and the administrative and leadership teams, with oversight from district staff, have created specific performance goals to support incoming freshmen and language learners, and improve student achievement in Math and English-Language Arts.



A3 – Leadership Criterion

The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

NHS holds monthly Lancer Leadership Team meetings (LLT) that facilitate communication and input regarding student achievement and needs. Each department’s structure creates a two-way flow of information between staff and leadership. Parents and students have input through representation on School Site Council, ELAC, PTSA and through monthly CLASS (Community of Lancers for Academics and Student Success) meetings. Courses are offered based on students’ course requests, development of pathway courses, and student’s career and college needs. School staff continues to develop ways to better meet students’ interests and needs ever-changing world. Although there is no official school-wide solicitation for student input regarding academic needs, student input is gathered in several ways: Three students serve on the School Site Council, interacting regularly with parents, teachers, and other NHS stakeholders as they give their input. Weekly meetings of the NHS ASB include discussions about campus concerns. The Activities Director who serves as the ASB advisor brings these concerns to administration as needed. A Norwalk High ASB student volunteers as a student representative to the NLMUSD Board of Education for one year. Furthermore, teachers are interacting with students in order to identify specific needs for them.

The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

The SSC monitors student achievement data and makes changes to the Single Plan for Student Achievement (SPSA) on a regular basis. The SPSA is available for staff review on the NHS Lancers website. Our critical academic needs are determined through data analysis by SSC, with input from departments and other interested staff, parents, and community members.

There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Based on data that outlines underperforming subgroups and our critical academic needs, changes are made to the master schedule to increase achievement. Campus wide there has been a focus on reading and literacy skills. Students identified as underperforming are placed in ELA and Math support classes as an elective. The SPSA allocates financial resources needed to carry out the action steps necessary to meet the school’s vision. This includes new curriculum, technology and supporting the smaller class sizes. Each spring, counselors begin the process of identifying incoming freshmen for proper placement using past achievement scores and grades. AVID is offered and continues to be expanded. Resources are allocated to send teachers from different subject areas to AVID summer trainings. Based on student achievement data, NHS continues to develop and offer more advanced classes for college and career readiness and to promote this readiness for our underrepresented subgroups.

In the current year (2014-15), there are 102 courses approved, including the following 18 new classes – Pre-AP Language Arts for grades 9 and 10, AP Language and Comp, CSU Expository Reading and Writing, Journalism, PreCalculus A/B, AP Physics, AP European History, regular and AP Psychology, AVID Senior Seminar, Culinary Arts A/B, Vocal Music Workshop and the following from our Project Lead The Way pathways (PLTW) – Civil Engineering and Architecture, Intro to Engineering Design, Principles of Engineering, Human Body Systems and Principles of the Biomedical Sciences. All departments continue to develop course guidelines that meet A-G requirements.

Conclusions

Through the study of data and other findings, stakeholders are given the opportunity for participation in the vision, mission and changes that NHS has identified. The faculty has made great strides in the ability to use data to formulate lesson with the addition of EADMS. Faculty has student data and grades available through the PowerSchool system. By analyzing data, staff has identified critical learner needs as focused towards incoming freshmen and improvement of student success in Math and ELA.

A4 – Leadership and Staff Criterion

The school has clear employment policies and practices related to qualification requirements of staff.

Employment opportunities are created at our district Human Resources department. Each notice contains the specific requirements needed for each position and includes a list of desired qualities that are not required. Employee handbooks are provided yearly to staff members online through our teacher union (TANLA) and hard copies can be requested.

The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Employment is based on school and district needs, with interviews and verification of requirements by our Human Resources Department at the district. Teachers are placed on probation status for two years and are evaluated several times by site administrators. After this probationary status, many times, they are moved into a temporary status, before they become a tenured/permanent teacher.

The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

School sites have their own staff orientation programs. Our district no longer has a beginning teacher support program so new teachers must clear their credentials through university or LACOE programs.

Teachers who are teaching with new materials are given staff development training days to review the curriculum at the district. Teachers who are teaching new Advanced Placement courses are sent to trainings during the summer. This has been especially helpful in our math and language arts departments as the common core curriculum has developed. In addition, any teacher who is teaching any specialized courses, such as Edgenuity or Read 180, is provided with additional training and ongoing support to help implement that curriculum.

The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Employees are given an employee handbook and a master agreement book upon their hiring date. Updated versions are available online and can be requested in hard copy form as well. A clear outline of duties and operational practices are available in these hand books. At the school site, NHS has developed staff duties through Stull Bills as well as through handouts that outline each administrator duties.

The school has effective existing structures for internal communication, planning, and resolving differences.

There are effective existing structures for internal communication throughout our school. An updated report of administrative duties helps the staff to contact the correct person for what they need. Employee procedures are mapped out at the beginning of the year and are revisited as needed throughout the school year. Employees are able to make formal complaints to the administration or to the district and have several avenues for voicing complaints and concerns.

The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

The staff is broken down into departments who are led by a department chair. This chair helps to get information to their department. Each chair is part of the Lancer Leadership Team and meets with administration to look at data and provide feedback from the departments to the administration. This helps the administration determine the needs in the areas of coaching, observations, mentoring and group presentations. Teachers who request any of these collegial strategies are provided with time to work on improving.

The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

The leadership is meeting monthly to look at data and determine which actions will help make successful student learning. Administration is meeting more frequently in order to facilitate individual discussions to improve more specific actions.

Conclusions

The staff is dedicated to focusing on student achievement. Data is consistently being used to measure the success rates of our students. Site leadership, both at the administration and staff level, work closely to develop many different strategies for effective student learning. As we continue to work towards closing achievement gaps, critical learners are targeted to help them find success.



A5 – Leadership and Staff Criterion

The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Each month, there are two late start meetings where professional development is the main focus. The LLT meets to determine how these Late Starts will be utilized. Mostly, departments meet and collaborate on curriculum and instruction. Several times throughout the year, part of the time is allocated to the Common Core Team to help the staff implement new strategies into lessons. The principal approves additional professional development on an individual basis, as long as it is supported by the School Plan. These requests include funding for AP teachers to attend training for their particular AP courses. During the 2013-14 school year, ELA and Math teachers participated in PD of teaching methodologies through the use of Direct Interactive Instruction (DII).

The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

NHS teachers are formally evaluated every two years, on a rotating basis. These evaluations include pre- and post-lesson conferences between the teacher and the administrator as well as written feedback. Teachers who teach online courses (formerly E2020 and now Edgenuity), are supervised and evaluated the same as regular, classroom, teachers. They are given technical support through the

district office, by a technology TOSA. This year, 2014-15, the school administration partnered with district technology to provide Tech Tuesdays, each 3rd Tuesday of the month. This PD is given before school and encompasses various technology issues (SIS-PowerSchool, i-Pad apps for the classroom, Schoology, etc.) that impact teachers and students each day.

There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Although there is no process in place for analyzing the effectiveness of professional development on student achievement, departments are in the stages of identifying those indicators. Staff present knowledge gained through professional development opportunities at regularly scheduled department meetings. Pathway teachers share professional development information at similar meetings as appropriate. There are district curriculum coaches in ELA and Math, who support the middle and secondary sites, by helping with site pacing or curriculum needs or by developing PD for all subject teachers within the district, especially in the area of Common Core.

Conclusions

With an ongoing focus on the Common Core, the NHS staff is hoping to see students' levels rise in reading, writing, and math. Over the next year or so, we expect to see the impact of this work that is being implemented campus-wide. Professional development for the past two years (and including the 2013-2014 school year) have been on literacy, AVID and the Common Core. Literacy has been a focus at NHS for years, as has the implementation of the Common Core. This focus has allowed for professional development opportunities through a variety of services, including District coaches, LACOE, and AVID coordinators and teachers. This year, Pathway teachers have been provided appropriate professional development opportunities by District CTE and SEROP personnel.



A6 – Resources Criterion

There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

School resources are divided between departments and all have to be approved by department chairs as well as by an administrator. Staff is limited to certain vendors but are able to branch out for specific items with administrative approval. Our SSC team decides where to allocate funds based on proposals and the needs of our students. These resources decisions are made with student success as the highest priority and operate based on our school vision and mission statement. Department chairs and program leaders are also able to share their individual needs and administration can find resources to help meet those needs. The SPSA allows for many of those needs to be met as long as they align with the improvement framework.

There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Our school must adhere to district policies when dealing with our budget. Our district has many checks and balances at multiple levels in order to ensure that funds are not being misused and that monies are distributed to the correct organizations. Certain safeguards include a purchasing department, specific codes used to access certain monies, paperwork that must be filled out entirely to release funds and procedural safeguards from funds such as our ASB.

The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Our school facilities continue to pass inspection and are remodeled when necessary. In 2013, our school Multi-Purpose Room (MPR) was renovated to a more café like style. Our classrooms are all equipped with Wi-Fi as well. Our William's visits have all indicated that our site is free from any deficiencies.

One area of struggle continues to be maintaining a full custodial staff, particularly in the nighttime. Our daytime custodians are overwhelmed by the amount of work required in up-keeping our school when a full nighttime staff does not come in.

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Our district has a formal textbook adoption process that involves stakeholders from most secondary levels and affected subject areas. Our school has done a good job evaluating the textbook distribution process and working to modify it so that materials will be in the hands of students on the first day of instruction. This has involved our Program Verification process. Our staff works diligently to keep textbooks in the hands of our students. This year, with the implementation of common core and a variety of new course books throughout the district, our students were not able to get all of the new instructional materials that they needed on the first day of instruction.

This was not a site issue, this was a districtwide problem area. Sites were able to provide feedback about textbook distribution and were given the materials to distribute when they became available. There have been several checks with department chairs in order to ensure that technological needs were met and all teachers were equipped with a MacBook Pro Laptop as well as a basic technology package that included a projector, document camera and printer.

Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Our staff continues to grow and develop in the areas of need. Since our last WASC report we have added an intervention counselor as well as a college and career counselor. We have added an EL Coordinator position to help support our English Language Learners in their general education courses. Ongoing professional development at the departmental level continues to help our staff explore the latest research in education. DII training is available for core academic areas and professional development days are encouraged by our administration in order to help build common assessments and align curriculum with the new Common Core Standards. One area of concern is that our AVID program is lacking tutors due to the complex hiring processes for classified staff, at the district level.

The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Due to the data driven nature of our school, programs are only developed at the site level as well as the district level in order to ensure that they meet the needs of critical learners. Program improvements in the area of intervention have specifically been targeted at both the district level as well as the site level. This includes our CAPSS process as well as our intervention counselor.

Conclusions

The staff at NHS works diligently to ensure that every student is successful. They implement programs within their department, support schoolwide action plans as well as develop their own strategies for their classrooms.



ORGANIZATIONAL STRENGTHS

- The new administrative leadership will likely result in further increases in student achievement.
- The increase in focus on the instructional core and best practices is in line with current research-based practice.
- Departments and collaborative schedules emphasize ongoing formative data analysis.
- School and core departments expand data-driven planning and instruction.
- The Late Start schedule affords departments increased collaboration time.
- Through our increased collaboration time, we have been able to align curriculum within core departments and other specific courses, as well as develop common assessments and grading practices.

ORGANIZATIONAL GROWTH NEEDS

- NHS must continue to collaborate with middle schools regarding standards, assessment and the placement of students entering high school, particularly in the areas of special needs and ELL students.
- NHS should investigate more alternative ways to increase student input into academic needs, especially in the area of remediation of upper level and college readiness classes.
- In order to keep NHS growing into a world-class instructional institution, continued attention must be paid to updating and upgrading facilities for our pathways and academies. Special consideration must be focused on technology and performing arts.

Supporting Evidence

- | | | |
|---|----------------------------------|----------------------------------|
| •Single Plan for School Achievement (SPSA) | •ELAC agendas/minutes | •Tech Tuesday records |
| •Faculty Handbook | •SSC agenda/minutes | •Human Resources policies |
| •Student Handbook | •LLT agendas | •M & O calendar |
| •SARC | •Classroom posters | •Teacher and CESA contracts |
| •NHS Self-Study (2011) | •School marquee | •School Bulletins |
| •Web site
(www.norwalklancers.org) | •Master Schedule | •Substitute records |
| •Staff Agendas | •Department agendas | •Administration Evaluation lists |
| •Conference/Staff Development records | •Board Policies | •District P.D. records |
| •Pathway concepts and implementation plans | •DLAC agendas/minutes | •Common Core material |
| •ROP and CTE Pathway programs | •Visitor Sign-in logs | |
| •PTSA membership | •Board minutes | |
| •Late Start agendas | •Course offerings & descriptions | |
| •CLASS agendas/ minutes | •School Calendars | |
| | •AP informational meetings | |
| | •ASB roster | |
| | •Counseling documents | |
| | •AVID materials | |

Category B1 – Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished. The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

As our district continues to work towards total implementation of the common core curriculum, our district administration continues to work on the design and research of the curricular areas. Currently, most of our core academic courses meet the A-G requirements for the UC/CSU systems. In addition, we have been working hard to ensure our elective classes also fit this criteria. NHS has been working on aligning the units taught in classes with the standards that are to be addressed through CCSS, NGSS and to meet the new ELD Standards. Particularly, the Language Arts department has had multiple curricular changes in recent years. Pre-AP (Springboard) and ERWC (Expository Reading and Writing Course) is rigorous and relevant and is aligned with college standards and expectations because it was designed by the CSU's. Our AP program has expanded to ensure that more of our students have the courses that they would like to take and that there are enough sections open within those courses to accommodate the needs of our students. Since the 2013-14 school year, our school site has been working with Direct Interactive Instruction (DII) in order to have specific trainings in our math and language arts departments. This will continue to be implemented across all core classes in the upcoming years. All of our departments are working to develop common assessments and more closely align curriculum in each classroom. Our administration supports this by providing professional development days within the school day. Another major change has been the addition of a Spanish Native Speakers class at multiple levels. VAPA staff continues to train on the new technologies developed through Apple and that are developing in the sound and lighting fields. MacBook Computers help our visual art's students in research and new Photoshop and Illustrator techniques. Our Skills USA program continues to push students forward in the ROP fields. PLTW has helped to develop three pathways at NHS in the Medical Services, Computer Science and Engineering fields. Our linked learning initiative has also helped to develop a pathway in our VAPA department, LA FAME.



The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Most of our academic courses all align with the A-G requirements and our elective courses are working towards acquiring A-G certification. This past summer, Fashion, Journalism, Culinary Arts as well as Vocal Music Workshop will now count towards the fine arts requirement. Fifteen UC approved courses have also been added to our course list. AP European History, CSU Expository Reading & Writing, Pre-AP Lang Arts 9, Pre-AP Lang Arts 10, CCSS Integrated Mathematics I, Pre-Calculus A/B, Human Body Systems (PLTW), Principles of Biomedical Sciences (PLTW), Fashion Design, Vocal Music Workshop, AP Psychology, AVID Senior Seminar, Culinary Arts A/B, and Journalism. In addition to the courses added to our course list, there have been more sections of AP classes opened within each course in order to ensure that all students have access to the academic rigor Advanced Placement classes provide. When students are falling behind in their expectations, Norwalk High School offers remedial courses in summer school as well as a credit recovery program through Edgenuity.

There is congruence between the actual concepts and skills taught, the academic standards and the school wide learner outcomes.

Students who attend Norwalk High School are Responsible, Respectful and Involved. Our classes utilize this PBIS in order to help our students to become responsible members of the community. AVID strategies and the Linked Learning initiative has helped our students to learn specific skills in their specific areas of study. Students in the special education department receive specialized academic instruction either in tutorial classes or in academic support classes. All departments are implementing common assessments and are developing common grading criteria to ensure that our students are being evaluated on all of the CCSS, NGSS and the new ELD Standards. The Language Arts department is also using district developed units that combine actual concepts and skills and academic standards.



The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

As we continue to look at data from our students, it has become clear that common assessments and grading criteria are something that our school needs to improve upon. Our administration is very supportive of professional development time in which teachers are working to align grading criteria and create common assessments in order to help generate uniform expectations throughout each department. The Foreign Language department has developed projects that measure their understanding of curriculum and use a rubric to ensure that the students are on target. The Language Arts department spent time developing a common rubric for assignments to measure common levels in their students' writing. Our school staff has been trained on Socratic seminars as well as philosophical chairs and evidence of focused notes can be seen in each department. Our students are able to practice test prepping in their core academic subjects as well as have extra support through our Kaplan CAHSEE prep and SAT prep courses. These are offered to our students free of charge and the SAT prep courses are available on Saturdays. Students can be seen collaborating in all classrooms and many of our teachers have students in block seating or seated by partners in order to facilitate discussions. Our Linked Learning is developing and evidence of its success was showcased during Back to School Night this year. Our VAPA department has several performances throughout the year both on and off of campus. A culminating art show, ARTRAGEOUS, displays the many talents of our entire VAPA program and highlights the visual arts programs that Norwalk High School has to offer.

A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students

Departments are working towards aligning their gradebooks to ensure that students are being rewarded fairly for demonstrating their skills in a testing setting in each individual classroom regardless of the teacher. Teachers are collaborating during professional development time and many departments are offering a comprehensive tutoring program where students are able to receive extra help for assignments and practice their skills while in the classroom. Teachers provide many different types of assessments to help ensure that students are learning the material. As technology continues to become more prominent in the classrooms, our school has offered an online instructional program to help students in credit recovery when they have not shown progress in a traditional classroom setting. Students can improve their reading skills through programs such as Read 180 and English 3D. Another highlight is that our Biology department can now perform virtual labs. Our school district is now only offering Biology to our 9th grade students and all students must pass the Common Core Math 1 course in order to receive credit for math courses. All Pathways, Linked Learning and PLTW are aligned with A-G standards. Currently, NHS has an open enrollment policy for all AP courses, pre-AP courses as well as honors courses. Teachers are still able to recommend students through pre-assessments and previous work. The special education department continues to collaborate with general education teachers and help with accommodations for all students. We have ALD classes for extra support that are open to 9-11th grade for long term English Learners. Math and English enrichment courses for 9th graders are offered for extra support.

There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Students in Norwalk High School are challenged by both the curriculum assigned to the courses as well as through supplemental programs and materials used at the departments' discretion. Students are expected to use academic vocabulary in all of their classes as well as know how to provide lesson summaries. Many teachers accomplish this through the use of AVID strategies such as Cornell Notes. Students use primary source documents in their classes and are continually working on annotating and breaking down difficult readings through multiple instructional strategies. These strategies, like Close Readings and guided readings, ensure that students at multiple levels are able to comprehend these texts. Our pathways, linked learning and VAPA department support core content through interdisciplinary projects and instruction. Our staff works in departments during most of our professional development time in order to review curriculum and brainstorm common activities. Current technology such as Schoology, helps students to stay connected to subject areas and helps to publish student achievements outside of NHS. Language Arts classes also utilize Turnitin.com to help students check for plagiarism in their essays. Cultural differences are celebrated as well as discussed in many different classrooms including our foreign language department.

The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Teachers, staff and administration developed pathways and created a common curriculum for each pathway. The Pathways include Project Lead the Way Engineering, Biomedical Sciences (Medical Services Academy), Computer Science and LA FAME, the visual and performing arts pathway. Each department is allotted time throughout the year to review and evaluate the curriculum during professional development time. They are empowered to make changes that are agreed upon in departments. In the Language Arts department, curriculum is chosen at the district level. There is an invitation to review curriculum at the district but choices are limited to what the district is considering. Also, a Secondary Action Team made up of stakeholders from the district, administration, teacher and community, meets to review policies related to graduation requirements, course articulation and intervention strategies at the secondary level.



The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Potential students are invited to participate in an 8th grade orientation with their parents as well as on their own and are linked with upper classmen in order to facilitate their involvement and success at NHS. These students also take placement tests in the feeder middle schools to help them choose their classes as freshmen. Students showing deficiencies in reading are placed in a reading intervention class and are supported through programs such as Kahn Academy. All previous student data is reviewed each year before students arrive for class and is made available to the staff as it is updated throughout the year. Our seniors have readiness exams that help them to qualify for freshmen level courses at their colleges and NHS has a partnership with Cerritos College to test them early in the year to see where they need more support. Through this partnership we developed coursework for students so that they could do better on the math placement exam. We have a program called K-16 Bridge that helps students to build specific plans with support to take with them all the way through a college degree. . There are writing workshops provided by local colleges and NHS Counselors in order to help write college entry essays. Graduates are invited back to discuss their years at colleges around the country and answer questions of the students about how they got into college. The National Student Clearinghouse provides data on who is enrolled in college, who is finished with college and who is making progressing through college. We also receive feedback from the UC and CSU schools indicating where our students are in need of remediation. Our special education department works with Workability to help our students with special needs with the unique support that they will need in order to become college and career ready.

Conclusions

Norwalk High School has maintained academically rigorous and competitive. The Common Core Curriculum has been rolled out according to the district plan and teachers have been supported in their efforts to align their curriculum and assessments within their departments. The students at Norwalk High School are provided with courses that prepare them for both college and career. Student data continues to drive instruction and is reviewed multiple times throughout the year to provide evidence that our curriculum is helping our students achieve the ESLRs.



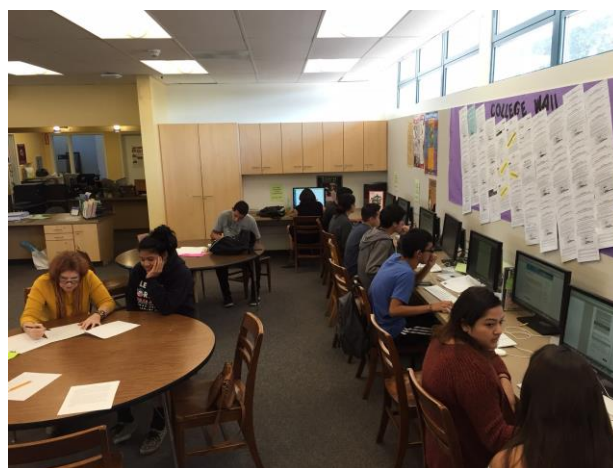
B2-Curriculum Criterion

All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Each year the counselors review coursework and transcripts with the students in order to create a successful graduation plan which will include as many A-G requirements as possible. Our goal is to have all students A-G ready. Students have opportunities to enroll in any AP or honors course and are not limited by pre-requisites. Our school offers an AVID program to support students as they work towards college. We also strive to help our students become career ready and this is done through CTE career and technical education courses, an extensive visual and performing arts department, a business academy and other options such as Project Lead the Way.

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

The staff at Norwalk High School involves the parents in as much of the process as they would like to be involved in. Our school offers online programs like PowerSchool and Blackboard Connect that help to keep parents informed as to what is happening in each academic class. Our school offers CLASS courses to help parents navigate the typical pitfalls for teenagers during their high school years and these classes also offer support for parents who are unfamiliar with the college application process. Students are able to conference with their counselors at any point during their time in high school. Counselors take copious notes and compile a comprehensive file for each student so that they are able to share information with teachers each year. Students are visited by returning alumni each year as well. They are allowed to ask questions of the alumni and have them answered honestly. Our students also benefit from the Cerritos College Placement Test that helps them to determine what they need to work on during their senior year in order to place directly into college level courses beginning in their first semester.



The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Each student at Norwalk High School has an individual graduation plan that will help them fulfill all of their graduation requirements. The counselors and staff are working together to ensure that all students are able to graduate. An intervention counselor was proactively hired in 2013 to help the 9th and 10th grade population. This counselor identifies students who are falling behind in their first and/or second year and helps them to catch up by providing study skill strategies, parent support and connecting them to resources already in place at Norwalk High School, like after school tutoring. Our teachers have put together purposeful tutoring schedules to allow students access to their extra time at least once per week. Students may also schedule time during the day or before school in order to accommodate their schedules as well. Many students in the special education program have a scheduled tutorial period where they receive individual attention and extra help on assignments by special education teachers.

The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

The programs at Norwalk High School are effectively helping our students to become better prepared for tests, college as well as career. Our academies through Linked Learning are enabling our students to have more in depth discussions and lectures that deal with their area of study. Norwalk High School's Partnership with Kaplan is helping our students to become better prepared for the CAHSEE as well as for the PSATs and SATs. Our partnership with Cerritos College has opened the eyes of our students to see what college courses are expecting from them. Community members, local colleges and agencies are invited in to our campus to present seminars to interested students to inform those students about options after high school. Our counselors assist with workshops to help students fill out college applications, navigate the FAFSA and financial aid/scholarship process and to assist with placement testing. To further facilitate transitions for post high school options, a college and career counselor was hired for 2014 to foster the road to college and career and appropriately plan next steps.

Conclusions

Norwalk High School has taken college and career readiness very seriously. Students are monitored closely and receive interventions at multiple levels. The students and parents are able to access grades and monitor their individual learning at all stages. The school has worked diligently to communicate within the community to help students transition from middle school to high school as well as from high school to college or career. Since our last WASC report, our school has developed new course offerings, hired new personnel and implemented more tiers in our intervention process to help our students reach their full potential.

B3-Curriculum Criterion

All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Students at Norwalk High School are able to experience real world situations that help them in their career fields of study. Through the implementation of the Common Core Standards, students are receiving real world applications in every course. Our Biomedical, Engineering and Computer Science PLTW pathways are courses with rigorous curriculum that is application based and fully aligned with industry standards in each of the fields. For example, the Biomedical pathway enables students to assist our First Aid team at all of the sporting events. These students learn how to wrap injuries, administer simple first aid and evaluate whether players need professional intervention. These students also assist in blood drives held at our school site. Our ROP programs enable our students to work in the industry during their time as high school students. Students in the Culinary Arts program cater events within the district. They plan the meals, shop and prepare all the food. Our automotive program has students working on vehicles and building parts for real cars. The Automotive Program has been sufficiently funded through grants to expand the program. Our Web Design program runs the school website and updates the current events and opportunities available at Norwalk High School. All students in our business and math courses work on real life problems dealing with money and time management. Our VAPA department provides students with multiple opportunities to perform in the community as well as at NHS, compete with other student artists, and create individual artwork. There are many after school rehearsals and programs including Saturday work sessions that are open to all students. A culminating community event at the end of the year, ARTRAGEOUS, is a showcase for all visual and performing arts. All of these courses are open to every student and teachers work hard to enable all students to be a part of these special programs.



The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE

Students at Norwalk High School are being prepared to fulfill all of the requirements to graduate including the CAHSEE. Students who are not meeting the requirements are enrolled in CAHSEE boot camps and CAHSEE prep courses that will help them to learn how to take that test by providing testing strategies and learning the format of those tests. These are week-long intensive sessions that take place on campus in separate classrooms during school hours. The Kaplan representative works with the students on building their skills for the CAHSEE subject tests. Students are able to take credit recovery classes in their junior and senior year by retaking the course or by enrolling in an online program called Edgenuity. Students who are just in danger of failing are offered intervention programs through tutoring and the ability to retake low tests and quizzes. There are several comprehensive intervention programs for struggling math and language arts students, built into the school day. Some of these programs are the Kahn Academy, Read 180, I-Ready, Edge, System 44, Reading Plus and English 3D. Our intervention counselor works with students in the 9th and 10th grade to help them to stay on graduation track. Several of our core academic classes are sheltered classes where the majority of the students are English Language Learners. For our students who have moved into our district with limited English, there are English Language Learner classes available that provided Sheltered instruction. Parents are invited to participate in the CLASS program which provides the parents with support to help their students stay on track to graduate and transition into college and career programs. The adult education classes are to help parents learn how to help their student become college and career ready.

Conclusions

Norwalk High School has made a huge effort to work with our students and improve their ability to be college and career ready. From the transition from middle to high school to the day they graduate, student progress is monitored and evaluated to ensure that NHS has provided the most support possible. Students are given many opportunities for career exploration through A-G coursework in content areas and electives. Our students have many opportunities to become prepared for whatever they decide they would like to do after high school.

CURRICULUM STRENGTHS:

- Teachers have been given a lot of planning time to work with the new Common Core Curriculum.
- Administration has been supportive of the Common Core transition process and has encouraged professional planning time
- In response to analyzing data, two counseling positions were added to support our students at an intervention level and at a college and career level
- The district is supporting College and Career programs financially and helping to provide training and opportunities for growth
- The development and implementation of Linked Learning pathways

CURRICULUM GROWTH NEEDS:

- Curriculum changes within the Language Arts department have been too frequent. The district has had multiple changes within only a few years and this has been difficult for planning and aligning instruction
- The district did not get instructional material for the new curriculum to the teachers at the beginning of the year, so teachers were not able to plan using that material
- Additional release time for teachers to plan and collaborate around how to implement the CCSS
- Work still needs to be done to align the curriculum that has been offered to special education students through ASC courses with the expectations of the CCSS and professional development must accompany that work
- Increased articulation needs to take place with feeder middle schools so that expectations align and the transition from middle to high school can be improved
- Increased and improved partnerships with colleges in order to help our students become better prepared for post-secondary academia
- As programs continue to grow, curriculum will need to be updated in order to remain current. New technology, textbooks and courses will be needed.



Supporting Evidence

- Data from Intervention programs
- SARC
- NHS Self-Study (2011)
- Conference/Staff Development records
- Pathway concepts and implementation plans
- ROP and CTE Pathway programs
- CLASS agendas/ minutes
- ELAC agendas/minutes
- SSC agenda/minutes
- LLT agendas
- Department agendas
- DLAC agendas/minutes
- Course offerings & descriptions
- AP informational meetings
- Counseling documents
- AVID materials
- Course Offerings
- Course Syllabi
- Photos of pathway projects
- Artwork
- Recordings and pictures of performances
- Trophies/Awards
- Technology in classrooms and offices received through grants
- SAT/PSAT Data
- College Acceptance and attendance percentages
- Sign in for College Application workshops
- Shopping lists and meal plan preparations
- PowerSchool Printouts
- Common Core materials



Category C1- Instruction Criterion

The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings

District wide, the curriculum that the Language Arts programs use is uniform for grades 9-12. The focus is on the instructional shifts according to the common core in particular, close reading of informational texts. Each grade level is currently working on common assessments/performance tasks at the end of each unit. AVID strategies are being used by faculty who have been trained in Socratic seminars, focused note taking and philosophical chairs. Advanced placement courses have been added in multiple areas to include more sections of the same course as well as more course offerings at each grade level. This includes an honors curriculum in the language arts department called Pre AP. College and career readiness programs are being implemented in our district. These programs are integrated with CCSS to reflect cross-curricular collaboration. Science classes have adopted the next generation science standards and that department is moving toward implementing the new program. Integrated science is no longer offered because we begin with Biology. Science and Social Science teachers have been trained in close reading strategies to be applied in their content areas. Pacing guides are used in core content areas are following uniform pacing guides that are worked on at the district level by both administrators and teachers. These teams meet periodically throughout the year to adjust these guides. Department time is given two times a month to help teachers develop internal pacing guides, collaborate within their courses and connect instruction across the grade levels. Department time is also used to establish rubrics, share student work and to create standardized norms for scoring purposes. The VAPA Pathway (LA FAME) has revamped the approach of the VAPA classes to provide instruction & experience for college & career readiness.

The students know the standards/expected performance levels for each area of study.

Classroom teachers post daily objectives and standards for each lesson. Teachers review these daily objectives and standards with students throughout the lesson and they are the basis of formative and summative assessment. Teachers provide a syllabus for their course to outline course requirements and expectations as well as rubrics for assignments. Students and parents are also able to check their grades through PowerSchool for each assignment and assessment.



The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

ESL courses are offered to students who are new to the United States and speak limited English. Students receive two periods of ESL instruction using the Edge curriculum as well as reading support programs such as System 44 and Reading Plus. All staff has the certification necessary to support English Learners – SDAIE or CLAD certificates. Some courses are sheltered for English Learners who need support accessing the curriculum. Long Term English Learners are also provided support through our Academic Language Development courses which utilize Kate Kinsella's English 3D program. The special education department is collaborating within departments to help our students lessen the gap between general education courses and those designated as special education courses. EADMS continues to be used for data gathering and analysis and tracks our students from elementary through high school. This helps inform decisions within our CAPSS process as well as in selecting appropriate coursework for each student. Our technological instruction has advanced to offer credit recovery through Edgenuity. We are also using Read 180 and System 44 which are reading intervention programs to help our students raise their Lexile levels. Our math departments utilize lessons from the Kahn Academy to supplement instruction. Our school is working on collaboration with the district to train our teachers on use of Schoology. Students are receiving an email address and have their own passwords into their own accounts. Last year we bought the rights to a program called turnitin.com which allows our students to submit their assignments online and receive instant feedback about originality. This has helped our students learn about plagiarism and create original work. Each classroom is equipped with a basic technology package that includes and LCD projector, a document camera and a printer. In addition, most of our math rooms have a SmartBoard to help with instruction. Some of our programs utilize iPads and computer carts with MacBook Pro Laptops for the entire class.

Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

There are many opportunities for student leadership at NHS. Our ASB and Link Crew help facilitate many of our campus events. Students are able to form clubs and work to improve our school through community service projects. Students are invited to serve on committees and boards such as our SSC and PTSA. Based on student interest, pathway courses were developed through PLTW. These courses in particular articulate really well with the middle schools. Los Alisos, in particular, developed a robust middle school curriculum which has led to increased demand at the HS level. This in large part is why we have pathways in Biomedical, CS, and Engineering. Furthermore, our VAPA department has always been strong, so we established that pathway (LA FAME) based upon student interest. Teachers use exit tickets and surveys to help bridge the gap. Posted objectives help students to know their expectations and also help those students evaluate whether or not they have met those objectives during class. Some teachers require students to evaluate teacher performance and the teacher's teaching style at the end of the first semester and/or end of the year. Some teachers also survey their students' level of engagement at the end of projects and/or lessons. Some teachers have students fill out a mid-term course evaluation and an end-of-year evaluation. We also hold an annual Alumni Day where we invite alumni, who are currently attending colleges and who meet and greet our students to help them with learning about life in college in a question/answer interview.

Conclusions

Norwalk High School offers varied instruction for the diverse needs of the student body. Intervention programs help our low achieving students, career pathways help students to discover their interests and talents, coursework is modified to challenge students at many different levels and technology is available to help student learning at all levels as well.



C2-Instruction Criterion

Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers are using google docs and are having students use the computers in order to complete assignments. Teachers are using poll everywhere or some kind of online polling system with

responders to enhance instruction and assess student understanding. Each teacher has a MacBook Pro. Projectors and document cameras aid in instruction and help to keep the lessons interactive. Smartboards in the math and business departments help guide instruction and aid in instruction. In the upper level math courses, TI 84s are distributed and used for exploration of graphs. Students have I-pad enhanced classes where instruction is tailored to their individual needs through online programs. Each teacher has to take an end of the year technology survey and Tech Tuesdays are offered in order to help teachers use the technology that is provided. Trainings in Read 180, System 44, AVID, and I-Ready are available to the staff at the district level and it is also offered on site if needed.

Currently, the math and science departments are integrating the new Common Core courses with the incoming freshmen and rolling out the current offerings with each graduating class. All of our Algebra I courses have phased into Common Core and are under the course title, Mathematics I. Our science department is offering Biology as a first year course and is working to incorporate the Next Generation Science Standards (NGSS). As we shift to common core, teachers strive to work as coaches to facilitate learning for all students. NHS formed a Common Core Leadership team who work with the staff to train them in CCSS. Also, the district has provided frequent trainings and instructional coaches to help with the implementation of CCSS. Last summer, the district held Common Core Summer Institutes in order to help facilitate collaboration time and school wide trainings. Also, our ALD teachers are working towards implementing the ELD standards into their curriculum. NHS formed a partnership with Action Learning Systems to implement DII. This training helps teachers design and implement lessons that have clear objectives that are rooted in the standards, are highly engaging and interactive, and use formative/summative assessments. All ELA and math teachers went through two days of initial training, a demonstration lesson, and spent a half-day with an instructional coach to plan, teach, and evaluate a lesson together. This year, our history, and science departments will go through this process and our ELA and math departments will each get a review day and co-plan/co-teach day.

Teachers incorporate performance tasks into their assessments and guide students through those projects. This shift is evidenced by Socratic seminars, philosophical chairs, students are coached to lead the discussion. College and career projects are assembled in many of our academic electives. Within our linked learning pathways, students are coached within their fields of study. Teachers are collaborating to provide consistency for our students. Students are preparing interviews, speeches, presentations and research projects, all led by teacher coaching. Some students are acting as leaders for other students in project-based and partner-based communication exercises, through self-directed means. Teachers are not coaches, but guiding-teacher-learners who help students become their own teachers or teacher assistants of other students.

Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather, and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Students at Norwalk High School are very involved in performances and shows that present their work. This may include ARTRAGEOUS, instrumental and vocal performances, catering experiences,

art gallery walks and dance and drama presentations. Students also showcase their work within the classroom through journals and reader's notebooks, focused note taking and by having their work posted in their individual classrooms. AVID strategies like Cornell Notes help to organize and structure student learning. Students are asked to form possible questions based upon their notes and summarize their learning with "Gist Statements." Students are learning how to annotate text so they are able to break down difficult passages and make connections to their own life. Several departments utilize the writing process (revisions and multiple drafts) for research and literary essays.

These papers are collected in student writing portfolios to help track the student growth within their writing. These portfolios can travel with the students into each grade level or be taken home with the student. Our students have access to turnitin.com, which allows them to turn their papers in online and check for plagiarism. Students have access computer labs, computer carts and I-pads for research purposes. Common Core stresses the importance of real world application and therefore, performance tasks and real world problems are presented to the students in each course.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Utilizing our common core curriculum, our students are asked to complete critical thinking tasks. Performance tasks in each department help to create opportunities for collaboration as well as individual thought. Discussions and debates are incorporated into our instruction through AVID strategies such as philosophical chairs and Socratic seminars. Students are showcased throughout our VAPA department on a consistent basis and our ROP department has a SKILLS USA competition annually. Our Linked Learning programs align with industry standards and offer a chance for our students to utilize their classroom knowledge in their desired fields. For example, students in the Biomedical Academy run our Blood Drive as well as serve as athletic trainers at our sporting events.



Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Based on our schoolwide learner outcomes, students are able to use Powerpoint, Prezi's, websites and the internet in order to do research. This year, our school began using Schoology to help our students receive information from their classroom teachers. Each student was given an email in order to make the internet more accessible. Students are also taught how to use internet search engines to find resources and are taught how to determine credible online resources. Students work in

Microsoft Word and Power Point and often utilize Google Docs in order to exchange information from their home computers to the school computers.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Our PLTW pathways courses are aligned with industry standards and concentrate on creating a rigorous curriculum that can be applied immediately to real world situations. All students in the NLMUSD district receive an email account that will facilitate their online presence throughout their time in the district. As a high school student, this will include, essays, research papers, PowerPoint and Prezi presentations. Students are able to use the school website to stay up to date. Students are asked to determine which sites are valid in the academic world versus sites that are for entertainment purposes. NHS has a full time library technician who works with our students to research and gather information. The library has a full computer Mac Lab for students to use. In addition to the computer lab in the library, the science wing has another full computer lab for teachers to bring their classes to for further technological instruction. Students are asked to interview off-campus experts for language arts essays and ROP portfolios. These interviews are used for research purposes and students work on evaluating the interview comments. Internships are provided through partnerships within the community for our students in Linked Learning programs. Currently our workability programs work with Vans, AMC movie theaters and TJ Maxx.

All students have access to career awareness, exploration, and preparation that may include such activities as job shadowing, internships, apprentice programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Students at Norwalk High School have opportunities to explore multiple careers. One way is through the Linked Learning program where all academic courses are aligned to expose students to a variety of careers and job opportunities. New Pathways have been created for career specific courses, which include LA FAME (VAPA), Biomedical, Engineering and Computer Science Pathways. The ROP department provides career courses to our students as electives. In addition, the Workability Program funded by the district, provides work experience for students with disabilities. The SKILLS USA competition annually creates opportunities for our ROP students to participate in competitions within several career pathways. NHS continues to stress that college and career readiness are important. An “SAT Test Day” in October, where every student at each high school took a college preparatory exam, was implemented this year to ensure that all seniors were given an opportunity to take the SATs at no cost to them. A new Language Arts curriculum for seniors, ERWC, explores college options while keeping to the academic standards for the 12th grade. Our counselors work with all students to make graduation plans beginning their freshmen year. Counselors also provide workshops and presentations to help our students fill out applications, FAFSA forms and apply for scholarships.

Conclusions

Our instruction is research based and tailored to meet the needs of our students. Technology is utilized in both curriculum management and instructional presentations. The coursework at Norwalk High School allows for students to explore career fields as well as gain real world experience through classroom projects.



INSTRUCTIONAL STRENGTHS:

- The Common Core implementation and emphasis on AVID have resulted in more teachers using project-based work
- Peer collaboration continues to increase each year through departments and now cross curricular as well
- Special Ed department are collaborating with general education teachers to align instruction within all core content areas
- EL instruction has worked to align with the new ELD standards

INSTRUCTIONAL GROWTH NEEDS:

- Professional development in technology support is needed in order to seamlessly utilize newer technology within the classroom, in particular with programs already in place like Schoology
- Multimedia usage is available but not utilized in all courses
- Instructional coaching support on a more regular basis
- More time needs to be designated for core planning time and collaboration time to learn new programs, during school hours, in order to increase effectiveness

Supporting Evidence

- NHS Self-Study (2011)
- Conference/Staff Development records
- Pathway concepts and implementation plans
- ROP and CTE Pathway programs
- Master Schedule
- Department agendas
- Course offerings & descriptions
- School Calendars
- AP informational meetings
- Counseling documents
- AVID materials
- Tech Tuesday records
- M & O calendar
- Teacher and CESA contracts
- PowerSchool Printouts



Category D1-Assessment and Accountability Criterion

The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

The staff at Norwalk High School uses a variety of ways to assess our students. There are quarterly progress reports that are sent home before the report cards are submitted. Parents and students are also able to access grades anytime on PowerSchool. Teachers are able to assess students with daily exit tickets and are able to use tests and quizzes to determine how the curriculum should flow. Each unit will have a variety of performance tasks, homework and classwork to help assess student learning. Our school is developing common assessments in core departments to help develop curriculum and align with Common Core Standards. We also keep track of assessments through programs like EADMS. Our school also created a data dashboard for each teacher to be able to see students' standardized test results, such as the CAHSEE and CST, as well as English Language proficiency levels. The Dashboard condenses a lot of assessment data into one location in order to provide supports within the classroom given the population of that class. Students in the English Language Learner program are annually assessed through our CELDT programs. Also, some of our intervention programs utilize assessment programs that will help our struggling students to catch up in the curriculum. These are programs like I-Ready, Kahn Academy, System 44 and Read 180. Furthermore, NHS has been using the National Student Clearinghouse to track our students' progress toward a college degree after high school. This data is a driving force for reforming our curricular, instructional, and support programs.

The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

The staff at Norwalk High School has multiple ways to measure student's grades and their growth as well as their performance levels. Each departments is working towards common assessments at the end of each unit. Professional development time is provided in order to help facilitate these discussions and common assessment practices. Our students can sign up for tutoring sessions in each department and our staff is always willing to help a student if the student cannot make an after school session. Our school also provides quarterly progress reports. Students who are having trouble with attendance and/or behavior can be placed on weekly or daily contracts. Our parents can access their grades through Parent Portal and our BlackBoard connect system helps us to keep in touch with students by sending messages home during a designated time of the evening, in the student's home language.

Our students can also utilize technology and can work online through Edgenuity Credit Recovery. Some teachers offer online quizzes through programs such as Quia.com and quizmaker.com. Schoology is a new program that helps students and staff to stay connected and share data via the internet. Our language arts department is utilizing TurnItIn.com to help our students stay more organized and avoid the complications that printers can sometimes present. As an added bonus, this program also helps students to learn about plagiarism and the rules about using their own words. Our school is participating in the SBAC assessments online and several of our programs for intervention

are online like Read 180.

Conclusions

Norwalk High School is looking at data on a consistent basis. This data analysis is driving instruction as well as assessments. Many departments are utilizing common assessments for each unit and some have even been able to use common assessments throughout the unit. Students are graded on a variety of criteria which helps their grades reflect their understanding of the standards rather than just show how well they test. Assessments are varied and occur informally on a daily basis. Teachers are able to monitor grades and student progress with online support through PowerSchool.

D2-Assessment and Accountability Criterion

Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Teachers are using many different types of assessments both formative and summative in order to help determine the students' progress towards learning objectives. Some teachers are utilizing technology through online quiz programs or responders. Some teachers are using exit tickets to ensure that students are responding to lessons right away. Teachers are creating their own tests and working as a department to prepare common assessments. The district is providing several AP workshops where teachers can work on common assessments amongst other skills. The staff has a variety of testing strategies that help the students during test taking. Teachers are able to test both orally as well as through project based learning. Students are asked to make presentations to demonstrate knowledge as well

A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

A variety of student work samples can be seen while visiting classrooms. Students are asked to create portfolios in their classes to keep their projects and these portfolios can be passed to the next grade or taken home by the students. Students are engaged in AVID strategies such as philosophical chairs, Cornell note taking and Socratic seminars, within their courses as well as working on common core strategies like Close Readings. This is evident in all departments. Students are also able to use a variety of online programs which assess learner outcomes on an individualized basis.

Career and college readiness is facilitated by programs like Workability which helps our students with special needs get involved in work programs and fill out their financial aid and college applications. Transition plans are made for each student in the special education program as well. Students in our VAPA program are constantly involved in performances and showcases that help them to prepare for the next level. Assessments are embedded within the curriculum for the students in our CTE courses through ROP and PLTW. These assessments are aligned with industry standards as well as career readiness standards. Our district wide "Testing Day" prepared students at the high school level for completing college preparation tests. Freshmen took the ReadStep, Sophomores and Juniors took the PSATs and Seniors took the SATs.

The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

The Norwalk La Mirada Unified School District is committed to ensuring that standards-based curriculum-embedded assessments demonstrate students' knowledge. Re-evaluation and revision of curriculum is done at the school site level as well as at the district level. At Norwalk High School we have an AVID team as well as a Common Core Site team that works to implement the CCSS and aligned assessments at the site level. Our district provides frequent trainings for teachers in the core departments that includes PD around assessment. Components to address EL and SWDs are a part of these trainings as well.

Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

At Norwalk High School, we have always been very self-aware because we have a deep connection with the community around us and therefore have an extensive alumni who support our school. They are the ones providing feedback to us as we continue to adapt to a more rigorous college and career-readiness focus. These alumni have provided us with exit surveys and reflections.

Also our students enrolled currently are asked to currently assess their readiness through partnerships with Cerritos College and by taking the I Ready, PSAT and SAT tests each year. Organizations are present throughout the school that allow students to give feedback such as School Site Council. Student leadership groups such as ASB, Link Crew, AVID, and clubs also provide feedback throughout the year.



Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Students are constantly being monitored in order to ensure their success at and beyond Norwalk High School. At Norwalk High School, students are meeting with their counselors, taking college preparatory courses and completing assessments to help determine their next level of coursework. Teachers are evaluating their curriculum each year and work to help create programs with low D and F ratios such as after school tutoring. Teachers are revamping their current curriculums to align with common core. Some of the departments have created tutoring contracts, specific steps students take in order to retake a test and have also implemented a late homework policy to help our students show progress and understanding concepts. These new policies have helped to grade students more accurately. Their grades are actually a reflection of their knowledge and not just a record of assignments completed. Teachers are able to identify students for the intervention program as well as students who need a little extra motivation to meet A-G college requirements so that they will qualify for college programs.

Norwalk High School also prepares students for college, career and life by providing workshops and individual assistance with graduation requirements, college requirements (A-G and college assessments) and financial aid. Counselors also coordinate parent education workshops related to university admissions, financial aid and parents. For our students, detailed presentations are provided on college systems, becoming a competitive college applicant, the benefit of taking rigorous courses, creating a 4-year plan, learning about A-G college requirements, graduation requirements, transcript reviews, financial aid and scholarships. Collegiate admission representatives from a variety of colleges visit our campus to provide outreach services to our students on college requirements, specific majors, and personal statements. Outreach to future High School students begins in January at which time counselors provide presentations on making a successful transition from middle school to high school. During middle school presentations, PLTW pathways are introduced, and graduation as well as college requirements are presented. Throughout the year, counselors coordinate informational sessions for students by hosting workshops with University Admission Representatives and career professionals. The counseling department is in its second year of providing intervention counseling services to 9th and 10th grade at risk students. A college counselor was also added in order to provide individual and group outreach, to assist students in understanding requirements and helping them to apply for colleges and financial aid.



The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Monitoring progress of our students comes from a variety of different angles. There is constantly an online presence for our students through PowerSchool. Parents are able to be involved because they are able to access their student's grades and attendance online. Parents are also able to schedule an appointment to meet with counselors, teachers and administration. EADMS is also an effective tool for teachers and staff to gather data about student performance and make decisions. We also utilize data made available from the College Board to get a clear idea as to how our students fare in comparison to others on standardized exams like the ReadStep, PSAT, SAT, and AP exams. In addition, NHS has been using the National Student Clearinghouse to track our students' progress toward a college degree after high school. This data is a driving force for reforming our curricular, instructional, and support programs. Quarterly progress reports and semester grades are sent to the homes of the students. Teachers and administrators are able to send messages home to parents in their native language using our BlackBoard connect system. Our counseling staff has multiple presentations each year on the requirements for college as well as the requirements for graduating high school during school as well as in the evenings in order to accommodate our diverse population. Intervention programs are available to the students who need extra support through our boot camps, Back on Track program as well as through counselor and teacher intervention.

Conclusions

Teachers at Norwalk High School know that assessment happens each day. Informal assessments happen multiple times throughout lessons and formal assessments occurs periodically throughout the semester. Teachers are able to communicate with parents through a variety of means utilizing several technologies including phone dialers and PowerSchool. Administration, counselors and teachers are using data and assessments to create education plans suited for each student. Opportunities for students to gain experience in careers and become college ready are available and supported through intervention programs and throughout the community.



D3-Assessment and Accountability Criterion

The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Stakeholders at every level are involved in the assessment and monitoring process of our student progress. At the district level, the Secondary Action Team meets bi-monthly to discuss data collected and creates programs for intervention based on that data. The district is also involved with coordinating Common Core trainings and having a place for our team to meet with district curriculum administration. At our school site, the School Site Council meets monthly to ensure that funds are being distributed to programs that are in need of support. Our parent groups like PTSA, ELAC and CLASS meet to help support student learning as well. Our staff has department chairs and program leaders known as the LLT, who meet monthly to review data and facilitate data discussions within their departments. In addition to this, we have an intervention counselor whose sole purpose is to use data to determine who our academically at-risk students are and determine what types and levels of support they will need in order to become more successful. Some of these support systems are working on organizational skills, offering academic tutoring, helping parents navigate our online system to help monitor student progress and working with the students to help them self-advocate. Our students have several on campus organizations such as Link Crew and ASB who assess how to help students to become more involved in their high school experience.

There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Norwalk excels at inviting the community to become part of the student progress monitoring. Parents are always welcomed on campus and encouraged to become a part of our school culture. Parents are invited to evening meetings for English Learners, ninth and tenth grade intervention students and seniors who need to complete financial aid applications. In order to reach out to the community, our PTSA has large events and our marquee is updated twice a month to display upcoming events. At every CLASS parent meeting, ELAC meeting and SSC meeting, we share some kind of data about student performance. We also have community partnerships that are part of our new pathways. The district has a community advisory board for CTE. Our school website is updated and monitored by our students in the web design class. The school principal uses Twitter to apprise students, staff and parents of school events and accomplishments. Parents are able to access their child's grades and attendance online and daily BlackBoard Connect phone calls automatically go out to students who are not in class.

Our school opens its doors many evenings to welcome parents, district administration, board members and local businesses at events like Back to School Night, ARTRAGEOUS, Open House, Folklorico performances, band concerts, choir concerts, plays, musicals, talent shows, dance recitals, College Expo Night, 8th Grade Orientation, and other events.

Conclusions

Norwalk High School works tirelessly to create an environment where parents, community stake holders and district personnel are welcomed on our campus. There are multiple events happening on a weekly basis between athletics, academics and informational meetings. Students can feel supported through this large network of stake holders who are working towards student success.

D4-Assessment and Accountability Criterion

The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Norwalk High School uses assessment results to make changes in the school program, professional development activities and resource allocations. Currently, our district just invested in helping our students become college and career ready by having all grade levels take a specific assessment. Freshmen were given the ReadStep, sophomores and juniors took the PSATs and all seniors took the SATs. Over 95% of our students successfully complete those tests. Our district recently implemented Schoology to help our students with their online access. All students now have an account and an email address through google. The district continues to research new ways to allocate their resources that will help our students become college and career ready.

Our professional developments are data driven. Not only do we review data annually, we compare newly created and previous data. Our staff is dedicated to monitoring our data to advance student achievement. Data was the driving force behind the implementation of intervention and support programs such as Read 180, System 44, I-Ready, Reading Plus, and Kahn Academy, as well as support courses for EL students such as ALD. This includes implementing different strategies into the classroom, working with different trainings such as DII and Common Core coaches.

Conclusions

College and Career Readiness is taken very seriously at Norwalk High School. Our district has implemented many programs to help students become eligible for college programs and specifically, Norwalk High School has supported this through a college and career counselor as well as hosting many workshops throughout the year. Career education has always been a part of the coursework offered at Norwalk High School and these courses continue to grow and help students work in their desired fields of study.



ASSESSMENT AND ACCOUNTABILITY STRENGTHS:

- The school is using data from assessments to determine what positions would benefit our students (The addition of the Intervention Counselor as well as the College and Career Counselor)
- More departments have implemented common assessments as their Unit Tests
- Teacher Trainings in Assessment have helped structure how we assess our students
- Students and Parents have the most access to student grades then they have ever had before
- Norwalk High School continues to offer multiple events to open the campus for parents, district personnel and community stake holders to interact and experience what is happening

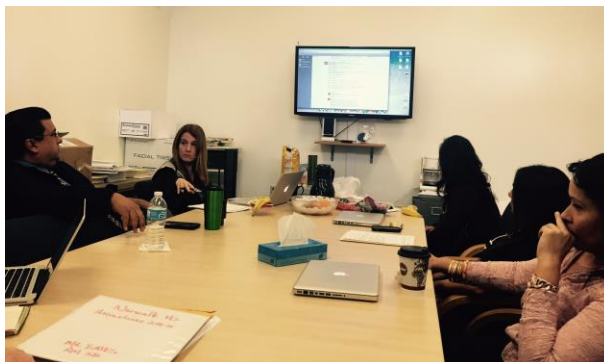
ASSESSMENT AND ACCOUNTABILITY GROWTH NEEDS:

- Data continually lets us know that there is still work to be done in the areas of special education as well as with English Language Learners
- There are still high D and F ratios within each department especially at the Algebra or CC Math 1 level as well as in courses aimed at 9th or 10th graders.
- Each teacher is not assessing their students in the same way, so there are large differences in between each teacher’s individual class even though it is the same course offerings.



Supporting Evidence

- SARC
- Single Plan for School Achievement (SPSA)
- NHS Self-Study (2011)
- Web site (www.norwalklancers.org)
- Conference/Staff Development records
- Pathway concepts and implementation plans
- ROP and CTE Pathway programs
- CLASS agendas/ minutes
- ELAC agendas/minutes
- SSC agenda/minutes
- LLT agendas
- Master Schedule
- Department agendas
- DLAC agendas/minutes
- Course offerings & descriptions
- School Calendars
- Counseling documents
- AVID materials
- SAT Scores
- PSAT Scores
- SAT Prep Course Sign In Sheets
- PowerSchool Printouts
- Course Syllabi
- Recordings of performances
- Artwork Displays
- Common Core materials
- State Assessment Data
- SARC
- National Student Clearinghouse Data
- College Board Data

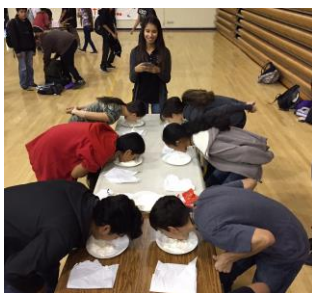


Category E1-School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

To enhance our relationships with the parents, our school has initiated monthly meetings with the parents reviewing a large range of topics including, parenting, how to check grades, resources available to them in the community as well as through Norwalk High School and building relationships with staff on campus. This program is called C.L.A.S.S. Also, our school continues to work with our English Language Learner Parent population through E.L.A.C. Our school has added two new counselors to deal with interventions and college and career. One counselor focuses on our 9th and 10th graders with low GPA's and she collaborates with monthly C.L.A.S.S. meetings and holds parent workshops throughout the weekday to help our student's families support their children. Our college and career counselor will focus on providing additional support for students applying to college. This includes reviewing transcripts and coordinating college representative visits to our campus. Our counselors also offer college workshops to help in the application process as well as with financial aid. Furthermore, our counseling team offers yearly workshops for our students on the different college system systems and provides an application workshop throughout the months of October and November. This also included an NCAA eligibility workshop. Our counseling team also organized, with the help of ASB, a district wide college fair. Also, to help promote students' successes, ASB and our counseling team organize college letter of intent signing ceremonies for student athletes.

The ROP advisory board meets to ensure that our students are receiving proper career training and has worked to include their programs in the A-G requirements. Workability provides our students with special needs work experience, job opportunities and connections throughout the community. Our school participates in internship programs through our Linked Learning programs. Our school website provides up to date information on campus activities, school events and offers many learning resources such as the Khan Academy and other websites for tutoring. This website is also connected to Schoology which has helped our students to become more computer literate and increased their opportunities to become independent learners. Our initiative for Linked Learning includes four distinct pathways: Biomedical, Engineering, Computer Science and VAPA, known as LA FAME. These pathways offer an opportunity to connect with local businesses and provides the students with specific skill sets related to their field of study. ARTRAGEOUS is a school event organized by the VAPA department that showcases student achievement within those courses. Local city representatives, parents and business members sponsor as well as attend this event.



The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

In regards to academics, the Collision Repair Ed Foundation has provided support for our auto repair courses including scholarships, grants and internships. Toyota has also been a big supporter of our Auto Repair courses. We have technology partnerships through Project Lead the Way with Cal Poly, which provides certification to our students. Technology companies such as ORACLE, CISCO Network Academy and COMPTIA partner with our web design classes to provide an outlet of technological support to our students. Microsoft also offers certification and assistance with our PLTW Computer Science course curriculum. Local hospitals assist our Medical Academy students in hosting blood drives on campus. Furthermore, our school partners with Kaplan work to provide our students additional instruction for the SATs and CAHSEE exams. Our workability program also gets support from local business by providing job opportunities and experience to our students with special needs.

Every two years our school in conjunction with the Local fire department, LA County Sheriffs, California Highway Patrol, and local EMT to present the 15 minutes program to discourage drunk driving. Students are shown a car wreck and go through the experience of what happens during a car accident due to an intoxicated driver. LA County Sheriffs also provide curriculum for the students to understand the perils of drunk driving.

Local community businesses also provide support beyond the classroom, for example, SoCal Pizza, helps to support our students through fundraising and donations. Shave It Ice also provides our school with several fundraising opportunities throughout the year. Booster Clubs and PTSA also support our school by organizing fundraisers (e.g. selling snacks at games) and provide scholarships for our students.

Our City Hall recognized our 2013-2104 football team for a perfect season and participation in the CIF division finals. Our counseling team collaborates with local businesses to advertise local city job fairs. Our alumni return to the school each year and provide college experience assemblies and to support our students in their college application process.

Norwalk High School also has a strong relationship with our local teacher's union (TANLA) and Classified staff's union (CSEA). TANLA and CSEA offer community resources and support including providing students with school supplies and scholarships.



The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Last academic year, our leadership redesigned our ELSRs and school mission statement to reflect our current position on student achievement. Using the resources already in place, such as PTSA, ELAC, C.L.A.S.S, Back to School Night, department meetings, the school website and student representatives, our school developed and established a clearer framework for student achievement and our schoolwide learner outcomes. This has been promoted on our school website, through school mailers, classroom posters as well as through presentations at Parent Meetings. Also, our school vision and ELSRs are printed in our school handbook as well as in our school agenda books. Furthermore, ELSRs, Vision, Instructional Focus Guide, and School Improvement Framework can be found on poster in each classroom. This helps remind students of our focus and expectations.

To ensure that parents understand student achievement, parents have access to PowerSchool and the teacher's gradebooks and the power to initiate contact with school counselors and administration. Also there are site level parent level meetings such as PTSA. We continue to support attendance and discipline programs to involve parents through SARB and SART. Each month, our district puts out a newsletter that is available to all parents and students. Furthermore, our marquee is updated bi-monthly so that anyone visiting our school will know of the current events. Our school implemented a program called BlackBoard Connect which allows teachers to automatically connect with parents through a dialer. This system also allows for administration to remind parents of upcoming events. The Administration and Counseling Team have active social media accounts including Twitter and Facebook to help promote school events and relay important announcements throughout the year. Teachers, Parents and Students also have access to Schoology, which has enhanced communication and understanding of academic standards.

Conclusions

Norwalk High School is continuing to work hard to provide more opportunities to students and their families. Funding is not limited by district accounts because of the dedication and hard work of the staff in securing grants and scholarships. Outreach is really a priority because it is difficult to get the information that will really benefit the students into their homes.



E2-School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Norwalk Staff and Administration work towards creating a positive and safe learning environment that promotes learning and sets high academic and behavior expectations for all students. Counselors employ an open door policy for all students to ensure that all concerns are addressed. Expectations are posted daily in each classroom. Departments work to develop intervention plans including tutoring and homework clubs to provide support in student improvement. Teachers review student achievement during bimonthly staff collaboration to ensure a continued focused on student improvement. PTLW and LA FAME teachers also collaborate consistently with their designated counselor to ensure student success. Counselors have also collaborated with Link Crew to create a “Commitment to Graduate” presentation for 9th graders to set the high expectation of college and career readiness.

Our school only employs trained security staff and our district offers continued trainings throughout the school year. Our school has implemented new technology to help track and deal with student attendance through PLASCO. This wi-fi enabled system, tracks students by scanning their IDs and recording their attendance in one location. This system also connects to PowerSchool to provide up to date information for parents and staff. Along with this attendance plan, there is an incremental discipline structure that PLASCO keeps track of which issues warnings, detentions, administrative action and Saturday Schools. With this discipline plan, students are automatically put on a “No Go” list if they do not serve their consequences. This prohibits them from participating in extra-curricular school events. Additional support for the truant and tardy students, SART and SARB meetings, help to inform families. We have a full custodial staff that cleans the campus throughout the day and an evening team who is responsible for ensuring that our classrooms are ready for the next day. They are in charge of setting up special events and moving equipment to ensure that teachers are left to instruct. Our school has an Internet safety contract that students must sign during registration to pledge that students will use the Internet appropriately. As an extra caution, the school has a firewall system that filters inappropriate content.

Our school Positive Behavior and Support (PBIS) team has also coordinated several ways to promote a positive culture on campus. Staff can award “Lancers Points” which can be redeemed for school spirit items including tumblers and buttons. Student representatives attend PBS meetings and provide input on school culture and progress. Student Leadership (ASB) and Link Crew students also meet quarterly with administration and counselors to address concerns on campus. “Lancer Buddies” is recent club on campus that was founded to build a bridge between students with disabilities and students in general education courses.

The Lancer Leadership Team also meets monthly to review all concerns on campus and work to provide an opportunity for department leaders to collaborate.

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning

In fulfilling our ESLRs and School mission, the majority of our course offerings fulfill A-G requirements. To challenge students, our school has offered new AP courses as well as opened more sections for AP and pre AP courses. The school has 4 structured pathways where students can participate in content specific areas. The school has also implemented two new organizations PBIS and Link Crew to help our students see NHS in a positive way. PBIS encourages students to continue to be positive role models and recognizes the positive behavior in our students. PBIS meets monthly and includes student recognition through a chair on the ASB council. Each department awards a Student of the Month through this program which recognizes student achievement. In addition, PBIS awards students with perfect attendance. Student Athletes of the Month are also recognized. At the end of the year, our Renaissance Assemblies honors the top 20 of each grade level. Link Crew offers assemblies for under classmen to help these students become connected to NHS. The Link Crew members organize the Freshmen welcome programs and helps these students think about their graduation from the first day of school. NHS has a variety of student-based clubs for students to become involved on campus with other students who have the same interests. For example, Lancer Buddies partners general education students with our special education students and helps to provide socialization and community involvement for all. M.E.Ch.A is a cultural program that offers students a way to instill pride in their culture and expand their awareness.

Counselors review testing scores from a variety of sources such as I-Ready, SATs, PSATs, SBAC assessments and ReadStep. Also, our special education department is trained on I-Ready. Our CAPSS program offers students in danger of not graduating or who present learning difficulties, to plan an intervention program specific to their needs. Counselors also map out a 4-year academic plan for each student and set high expectation for courses as well as student involvement. The counselors ensure that each student is seen personally and that each plan is tailored for that individual student. Our freshmen that are in need of academic support are offered a seminar for success to help them develop a study skill set to help them succeed in high school. Counselors have also started an after school tutoring pilot program (peer to peer) to assist these students as well. Workshops on a variety of topics including college admission, NCAA eligibility, academic progress, and scholarships throughout the year are also offered through our counseling department.



The school has an atmosphere of trust, respect, and professionalism.

Our staff is dedicated to student achievement. This is seen in every aspect of the day through the custodial staff completing work orders, the secretarial staff speaking with parents in multiple languages, our staff covering classes so that teachers can attend IEP meetings, and students going out of their way to help other students. This atmosphere is felt by anyone walking around campus. Our security works with students in conflict mediation and provides a safe environment by anticipating student behavior. Teachers collaborate within departments and across curriculum sharing ideas and lesson plans so that students can benefit from the best practices of instruction. Collaboration time is built into the school schedule and is a time where teachers work together to review curriculum, design assessments, review data and discuss student achievement. Teachers are able to collaborate with administration through the LLT. Counselors have an open door policy and will work with students on any issue from a class change to a family crisis. The implementation of Link Crew has established new trust between our incoming freshmen and the upper classmen. These students have worked to build relationships with the incoming students so that everyone feels welcomed and a part of our campus. Our School Site Council is also a body that works with a broad range of stakeholders to make school decisions.

Conclusion

Staff at Norwalk High School are dedicated to student achievement. Each campus activity is orchestrated by this staff in order to benefit our students. School Administration works with staff members to ensure that high expectations are in place and that students are able to get the support that they need in order to become college and career ready.

E3 & E4-School Culture and Student Support Criterion

The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Norwalk High School has many courses to help link students to careers through coursework, internships as well as in the community. NHS offers many opportunities for career research and college and career planning. Parents are offered workshops in the evenings to help their students navigate the application process and find out requirements. Counselors have a newsletter and website with information about upcoming events and opportunities in career and college.

NHS partners with colleges for presentations, entrance testing and scheduled visits. Students are able to have test prep through Kaplan for the SATs and for the CAHSEE. On site test prep for the SAT and ACTs are available to our juniors and sophomores in the spring, free of charge. Students' counselors meet with students to individualize academic pathways and college entrance requirements. Furthermore, NHS hired a College and Career counselor who works to help students to navigate the college and career process. Students are able to participate in college campus visits through field trips and weekend activities. Our school has an annual college week and weekly, students and staff

are encouraged to wear college gear to promote college awareness. Another program, Educational Outreach Program, provides students with information for UC and CSU schools.

Counselors can make referrals for other resources if a student requires extra support. Students are able to get on campus counseling from outside agencies if they qualify. Our school supports our students' emotional health with PET team representatives and working closely with the Norwalk Sheriff's Department. NHS has a part-time deputy on campus as well as a probation officer to help with students. Students in 9th and 10th grade who are struggling can be recommended for our Back on Track program, which provides intervention strategies to support those students. These students also can work with the Intervention Counselor who adds support to the academic counselor assigned to each student. The parents of the students in the Back on Track program are invited to parenting nights to learn how to support their students at home and off campus. Students who are not finding success in the traditional classroom are offered an online credit recovery program through Edgenuity.

Also, students in the EOP and Foster Care systems are supported through the counseling programs and provided with the resources that they will need in order to graduate. ROP has also worked with individual students to explore post-secondary options with guest speakers, trips, presentation, activities, and on-the-job/school training.

Counselors have a Crisis Team in place for emergency situation. They also offer WRAP services for students in the foster care system or who are experiencing emotional disturbances. Norwalk also offers the Special ED-16 and up program to help students create a transitional plans for postsecondary success. The Workability program also offers transitional services for student with special needs. Norwalk TUPE is a diversion program for students dealing with substance abuse. For the last few years Norwalk has established several classes called Seminar for Success. These classes offer support for freshman dealing with the transition to high school. This year Norwalk was able to provide the SAT test free to all 12th grade students. This promotes our college and career readiness cultural that we are developing here at Norwalk High School. Counselors have continued to make bi-yearly visits to classrooms sharing information on college and careers. Counselors developed a display case to highlight colleges each week and have promoted college information via email reminders. To encourage mentorship and promote Norwalk's college culture, FNL (Friday Night Live) mentoring program between Norwalk High students and Corvallis MS students was creating to develop Norwalk High Student leaders.



The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

At Norwalk High School, staff has been trained on common core implementation. A group of teachers is on the common core team and provides these staff developments for those not on the team. Our staff continues to offer wonderful electives and recently added two electives to the A-G requirements for our students. A-G articulation is beginning at the freshmen level and students are advised as to what courses will fulfill those requirements. Our counselors play a huge role in helping our students choose their courses and mentoring our students as they work to complete their high school education. Our Intervention and College and Career Counselors help to facilitate this process as well. Our ROP programs continue to work with Skills USA to enhance the career training process for our students. Resumes and portfolios are created in multiple classrooms and interview skills are taught as part of our curriculum. In addition to the ROP courses, NHS offers several pathways including the Medical Academy Courses, Engineering and Computer Science. These courses are all associated with PLTW and help students to prepare for college and create their 4 yr. plan for graduation. Furthermore, a VAPA pathway called LA FAME was developed for our students who are looking into careers and college in the visual and performing arts.

In October, our district implemented a “SAT Test Day” where every high school student took a preparatory exam. 9th grade students took the Readistep, students in 10th and 11th grade all took the PSATs and our 12th graders all took the SATs as part of this district initiative for students to become more prepared for college. In addition, our school offers free courses for SAT prep in the spring. Our upperclassmen are also able to participate in EAP readiness awareness through college data. This partnership with Cerritos College allows our students to see where they need to focus their attention in their academic courses in order to place into entry level college courses. Our students in need of intervention have their very own counselor whose job ensures that our students will not “fall through the cracks.”

Inside of our classrooms, students can be seen taking Cornell Notes and participating in other AVID strategies. Classroom learning target/objectives are posted on the white boards. Students are presenting projects at each grade level. In our special education department, students have been implementing Common Core through goal setting and assessment. To help with our EL population, an EL Coordinator has been assigned to make connections with this population. The coordinator is responsible for helping the students acclimate to the high school culture, helping them maintain their grades and working with their families to help support the student’s progress while in high school.

Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Our staff is dedicated to the success of each student. Our departments meet twice a month to discuss curriculum and our department heads are also meeting monthly to ensure that the students are in full focus. Students are evaluated in multiple ways and teachers are using best practices in order to ensure that students are learning the material. Our special education program is a truly blended program that accommodates students at an individual level. Some of the most personal connections are with the students and the counselors. Counselors keep files and log information in these files to help each student work towards their own personal goals. Each year, the counselors meet with each individual student to help them work through their academic as well as personal issues. Students are able to request to see their counselors as well.

CAPPS is the specific process for working with students who have been identified as having problems learning. This is one of the many tiers in our Response to Intervention (RTI) process for keeping students on track to graduate. Students are able to take an online credit recovery course, Edgenuity, in order to complete graduation requirements. Other intervention programs target specific learning areas rather than an entire subject. These programs can be tailored to help close learning gaps within a content area. Currently our intervention courses are using programs like Read 180, System 44, English 3D and the Khan Academy. Some of our course also utilize district wide software like I-Ready and Reading Plus. During the RTI process, parents are encouraged to attend meetings to help support their children academically.

Several staff members act as coaches for Common Core Trainings as well as coordinators for the many programs at Norwalk High School. Currently there is Pathway Leadership, a Linked Learning Coach, an EL Coordinator, and an AVID coordinator. Many staff members serve as club advisors and work countless numbers of hours on projects like Academic Decathlon, CSF, Key Club, Culinary Arts and Graduating Class projects.

The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Our staff regularly meets to discuss support services and related activities on our campus. Daily emails are sent with updates to times, places and events that are occurring on campus. Staff is trained in EL strategies as well as provided with opportunities for technology training. Our special education department holds the annual IEPs and all teachers are informed of the progress of the student as well as invited to provide input for the meetings.

Teachers are also provided with a binder to keep all of their records on special education students. This includes a Data Dashboard that was created by our EL Coordinator to help get “vital statistics” on our students. These statistics are CAHSEE results, English Proficiency Scores and CELDT scores. This information is all available to teachers through EADMS, but the Data Dashboard places all of the information in one location. Teachers are able to recommend students for the intervention program and are a huge asset in identifying students with special needs. Our staff works closely with the counselors in order to create a “team” for each student.

Our school referral system added a counselor component where the student has an opportunity to confer with their counselor before disciplinary action will occur. This is after the Departments developed intervention and support plans have not been successful.

All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

All of the courses at Norwalk High School are available to all students regardless of academic standing. Students are able to enroll in honors and AP courses at their discretion. Enrollment data in all courses at the AP and intervention level are reviewed at least annually to ensure that underserved populations of students have access to the appropriate courses. NHS would like all of our classes to reflect our student population. Our school has opened more sections of academic classes at the zero period time to allow students involved in multiple campus activities like ASB, AVID, Link Crew and sports the opportunity to complete their course requirements. Most of the academic courses offered at NHS are aligned with the A-G requirements and many of our electives, such as journalism, are being reworked in order to qualify for A-G credit. Students who need to repeat courses for credit or to replace low grades are allowed this opportunity through summer classes or through credit recovery courses. A CAHSEE prep course is offered to 11th and 12th grade students who have not passed a portion of the exam. Last year, we began a new kind of partnership with Cerritos College that provide workshops for College Placement Class and Test support to our students who were likely to attend. If eighth grade students show signs of poor grades and need some additional support, they are enrolled in the JumpStart program the summer before their freshmen year. This helps them to get acquainted with our campus and provides them an opportunity to earn elective unit before they begin their 9th grade year. Students are also able to earn college level coursework through Southeast ROP. AP Preparatory courses are offered in the 9th grade year to help our students become acquainted with the rigor involved in an advance course. Each pathway is introduced at the middle school level so that 8th grade students are familiar with their choices and opportunities when they enroll.

School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Our school partners with Kaplan for comprehensive CAHSEE, PSAT, & SAT prep courses. These courses are provided to our students at no cost to them. Our school has partnerships with local colleges such as Cerritos College and BIOLA in order to help our students learn what will be required of them before they can apply. Cerritos College even offers our students courses that they can complete for college credit.

Students are able to participate in classes offered both before and after school as well as earn recovery credits to replace low course grades in order to make them more competitive in the college application. Students are offered a wide variety of electives to help them explore many different fields of study. They are also exposed to career tech training through our ROP partnership.

Programs like SKILLS USA challenge our students in competitions in the career and technology fields. Our ERWC courses offer seniors opportunities to learn about colleges and applications while completing common core standards. Furthermore, clubs such as CSF, Key Club and Decathlon help our students to find ways to use their academic knowledge to provide services for others as well as for personal satisfaction. Our counselors offer a variety of workshops on financial aid, NCAA requirements and college applications in order to help our students prepare for life post-high school.

Our school athletics director and coaches from each team work to help students maintain their academic eligibility and progress in their athletes classes. Student Athletes who do receive high GPAs are rewarded at Pep Rallies and at our annual Renaissance Assembly. Pep Rallies and the Renaissance Assembly also recognize student achievement. Our Student of the Month Program honors students who show academic growth within all departments.

The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Students at Norwalk High School are highly involved in a myriad of curricular and co-curricular activities. There are over 25 clubs and several athletic teams available each season for our students if they choose to participate. Lunchtime on our campus is an extremely busy time with flurries of activities such as ASB pep rallies, club meetings and tutoring sessions. These clubs on campus are as varied as our diverse population and are proposed and chartered on a fairly frequent basis. Our student leadership groups on campus have grown so that we now have two ASB classes and a Link Crew class.

Our school is involved with PBIS and awards a student of the month from each department. Students have opportunities to take SAT and CAHSEE prep courses to improve their scores at no cost to the student.

In order to help to support our students, our district offers Academic Language Development Classes for our English Language Learners. There are also intervention programs available for our students. Students' self-esteem is supported through programs like Positive Outlook Support and through programs like our Lancer Points where students who are following school rules are able to receive points to "buy" Lancer Gear like pencils, beanies and sweatshirts.

The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

At NHS, students are receiving counseling and guidance about post-secondary employment as well as education. Students have access to weekly tutoring and teachers make themselves available at multiple times during the day. Students in our ASB as well as Link Crew work with our staff to provide feedback on programs as well as help to run schoolwide events such as 8th Grade Orientation. ASB students also are a part of the panel that makes recommendations after interviewing future staff members. Students have also been a part of WASC meetings and share their experiences on campus. Students who present as “at-risk” are placed in the CAPSS intervention process and all staff can suggest students to be evaluated at any point. Students are able to view grades at all times and have opportunities to conference with teachers and counselors when they are in need of help. Students are represented on our School Site Council, our School Board and our PTSA Historian is currently a student as well. Student classroom representatives attend monthly senator meetings to report to their classrooms and provide input on school issues. Student leadership can be seen in classrooms as students facilitate philosophical chairs. Students are also involved in the leadership of the clubs that are offered at NHS. Upon graduation, data services track our students so that we can receive information about the programs that they attend. Senior Students are also surveyed at the end of the year to reflect on their high school experience.

Conclusions

Norwalk High School cares about each student before they enroll to after they graduate. Their academic success is fostered through our school culture and support structures. Students are given opportunities for leadership as well as opportunities to join and be a part of a team. There is a place for each of our students and the staff is dedicated to helping that student navigate their way into college and career.

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH STRENGTHS:

- Norwalk High School has provided many opportunities for parents to become involved on campus including monthly CLASS meetings
- Many of our staff members have utilized funding through the community and through large corporations
- Norwalk High School has become more focused on college and career readiness which has helped to better prepare students for life after graduation
- There are many opportunities for student leadership and student involvement on our campus
- Intervention programs have been implemented and are successfully identifying and supporting at risk students

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH NEEDS:

- As we continue to develop our Linked Learning pathways we will need to establish advisory/internships with local businesses to increase opportunities for our students
- Although there are many opportunities for parents to come to campus, attendance at meetings and parent nights are still in need of improvement
- There are many programs available to students and families but getting the information to the students who need it has been difficult
- Our night team of custodians is often shorthanded due to a shortage of substitutes at the district level
- Emotional support programs are needed in order to better educate our staff on how to help students with emotional needs

Supporting Evidence

- Single Plan for School Achievement (SPSA)
- Faculty Handbook
- Student Handbook
- SARC
- NHS Self-Study (2011)
- Website (www.norwalklancers.org)
- Staff Agendas
- Conference/Staff Development records
- Pathway concepts and implementation plans
- ROP and CTE Pathway programs
- PTSA membership
- Late Start agendas
- CLASS agendas/ minutes
- ELAC agendas/minutes
- SSC agenda/minutes
- LLT agendas
- Classroom posters
- School marquee
- Master Schedule
- Department agendas
- Board Policies
- DLAC agendas/minutes
- Visitor Sign-in logs
- Board minutes
- Course offerings and descriptions
- School Calendars
- AP informational meetings
- ASB roster
- Counseling documents
- AVID materials
- School Bulletins
- Substitute records
- Club Rosters
- ASB and Club Minutes
- Ticket Sales at Events
- Campus Picnic Tables
- The Senior Painting in the Quad
- Signs and Posters around campus
- Flyers on Campus
- Announcements
- The Voice
- The Yearbook
- Emails
- Twitter Accounts
- Facebook Pages
- College of the Week
- Display Cases
- Trophies and Awards
- Mayors Cup
- Athletic practices and games
- Career Center
- Library
- Professional Development Rooms
- Classroom Bulletin Boards
- PLASCO scanners
- ID cards
- Classroom libraries
- Discipline Office
- Dean of Students
- Saturday School Attendance
- Detention Logs
- No Go List
- Obligation binders
- Activities Office
- Finance Clerk
- School Security
- Custodial Staff
- Clean Rooms
- Artwork
- Culinary Projects
- Music/Dance/Drama Rehearsals

Chapter V

Schoolwide Action Plan



Chapter V: School-wide Action Plan

Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in English, math, history, and science.

Rationale:

- Norwalk High School has failed to make AYP (schoolwide as well as in the subgroup ELA) and as a result is in the first year of Program Improvement
- Continued efforts need to be made to support student who are at-risk not only for not passing the CAHSEE but also not earning a proficient score
- EAP results indicate that only 19% of Juniors were on track for “college level” work in ELA and 6% of Juniors being ready in mathematics
- Participation in college assessments like the PSAT, SAT or ACT has been limited
- Student performance in classes has improved but the D/F rates of particular concern are in English 9 and 10 as well as in lower mathematics courses like Algebra 1, Common Core Math 1 and Geometry

Expected School-wide Learning Results Addressed:

- Norwalk High School Students will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.
- Norwalk High School Students will be prepared for success in both college and career.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration time for staff to implement CCSS units of study, develop common performance-based assessments, and review data.	August, 2014 - June, 2015	Principal, Assistant Principal of Curriculum and Instruction, Department Chairs	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	10,000
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	5,010
Continue the implementation of Direct Interactive Instruction in ELA and Math courses	January, 2015 - June, 2015	Principal, Assistant Principal of Curriculum and Instruction	Contract with Educational Consultant	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	33,000
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	5,000
Implement Direct Interactive Instruction in History and Science courses.	January, 2015 - June, 2015	Principal, Assistant Principal of Curriculum and Instruction	Contract with Educational Consultant	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	41,325

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	5,000
Increase the amount of instructional technology to support student achievement and implementation of the CCSS	August, 2013 - June, 2014	Principal	MacMini Student Workstations or Ipads	4000-4999: Books And Supplies	LCFF	20,000
			Interactive whiteboards	4000-4999: Books And Supplies	LCFF	10,000
			LCD Projectors	4000-4999: Books And Supplies	LCFF	1,800
			Document Cameras	4000-4999: Books And Supplies	LCFF	2,500
			Printers	5000-5999: Services And Other Operating Expenditures	LCFF	4,000
			MacBooks for all teachers	4000-4999: Books And Supplies	LCFF	53,000
Continue the implementation of Read 180 to support reading skills of struggling readers including English Learners	August, 2013 - June, 2014	Principal and Assistant Principal of Curriculum and Instruction	Books and course materials	4000-4999: Books And Supplies	LCFF	2,600
			Training	5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,500
			Substitute Costs for Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF	500
CAHSEE Boot Camps to provide intensive preparation for 10th graders who are at risk of not passing the exam and/or not being proficient	October, 2014 - March, 2015	Principal, Assistant Principal of Curriculum and Instruction	Contract with Kaplan Learning Services	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	40,000

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue AVID implementation with an emphasis on ensuring methodology is incorporated school wide	July, 2013 - August, 2014	Principal, Assistant Principal, Assistant Principal of Curriculum and Instruction, AVID Coordinator	AVID Summer Institute Conference	5300: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	8,000
			Subs for Professional Development	1000-1999 Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500
			AVID Tutors	2000-2999 Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	5,000
			Required Field Trips	7000-7439 Other Outgo	Title I Part A: Basic Grants Low-Income and Neglected	3,000
Mandatory tutoring for students with low test scores or Ds and Fs	September, 2013 - June, 2014	Principal, Assistant Principal of Curriculum and Instruction	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1500
Implement Kahn Academy to support students struggling with the new Common Core State Standards	September, 2014 - June, 2015	Principal, Assistant Principal of Curriculum and Instruction	Subs for Professional Development	1000-1999: Certificated Personnel Salaries	LCFF	1,000
"Back on Track" to ensure that parents know how to support 9th and 10th graders who have multiples Ds or Fs or poor attendance	December, 2014	Principal, Assistant Principal of Curriculum and Instruction	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500
Monthly "CLASS" parent meetings to review school site data, school wide improvement plans, and parental involvement opportunities	December, 2014 - June, 2015	Principal, Assistant Principal	Extra Duty Hours for Support Staff	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000
			Refreshments	7000-7439: Other Outgo	Title I Part A: Parent Involvement	500
Attend Pearson Sound Grading and Assessment Practices Conference	December, 2014	Principal	Conference Fees	7000-7439: Other Outgo	Title I Part A: Professional Development (PI Schools)	3,000

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Travel Expenses	7000-7439: Other Outgo	Title I Part A: Professional Development (PI Schools)	10,000
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,500
"Tech Tuesday" professional development sessions for teachers and staff	September, 2014 - May, 2015	Principal, Dean of Students, District ITS Team	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000

Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Rationale:

- Although the percentage of English Learners reclassified as fluent in English has increased over 7%, it is still only at 20.1%
- The percentage of students earning scores of Advanced or Early Advanced on the annual CELDT exam has continued to fall, dropping to 26% in 2013-2014 from 36% in 2012-2013
- In accordance with the CELDT data, Norwalk High School did not meet the Annual Measureable Achievement Objectives as required by Title 3 last year.
- The performance of English Learners on the EAP is also significantly lower than the school wide figures in both ELA and math with only 8% of EL students being “ready for college” in compared to 19% of all students
- Not enough EL students took a math course equivalent to Algebra 2 or higher to earn EAP score summary

Expected School-wide Learning Results Addressed:

- Norwalk High School Students will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.
- Norwalk High School Students will be prepared for success in both college and career.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Align instruction, lessons, and assessments with the newly adopted California ELD standards	November, 2013 - June, 2014	Principal, Assistant Principal of Curriculum and Instruction	Subs for Professional Development	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2,000
Implement English 3D to address the needs of Long Term English Learners (LTELs)	August, 2014 - June, 2015	Principal and Assistant Principal of Curriculum and Instruction	Books and Materials	4000-4999: Books And Supplies	LCFF	13,000
			Subs for Professional Development	1000-1999: Certificated Personnel Salaries	LCFF	500
Implement System 44 in ESL courses	September, 2014 - June, 2015	Principal	Books and Course Materials	4000-4999: Books And Supplies	LCFF	5,800
			Training	5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,500
			Licensing Fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF	300

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Substitute Costs for Training	1000-1999: Certificated Personnel Salaries	LCFF	500
Thoroughly review assessment data of English Learners, and develop personalized plans to raise student achievement.	September, 2013 - June, 2014	Principal	Subs for Professional Development	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,500
			Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000
Tutorial support for EL students who are at risk of becoming identified as a LTEL	October, 2013 - June, 2014	Principal, Assistant Principal of Curriculum and Instruction	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,000
Workshops for the families of English Learners	December, 2014 - June, 2015	Principal, Assistant Principal, ELAC Coordinator, and EL Coordinator	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000
Increase collaboration between ELAC and other leadership groups on campus	September, 2013 - June, 2014	Principal, Assistant Principal, ELAC Coordinator	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000
			Refreshments for Meetings	7000-7439: Other Outgo	Title I Part A: Parent Involvement	500
Workshops to improve instruction related to English Learners	December, 2014 - June, 2015	Principal, Assistant Principal, ELAC Coordinator, and EL Coordinator	Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1500
ELAC and school leadership in the annual CABE conference.	February, 2015	Principal, Assistant Principal of Curriculum and Instruction, EL Coordinator, ELAC Facilitator	Conference Fees	7000-7439: Other Outgo	Title I Part A: Parent Involvement	1500
			Travel Expenses	7000-7439: Other Outgo	Title I Part A: Parent Involvement	3000
			Substitute Teacher Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500

Goal 3: All students will attend school regularly in a learning environment that is safe, drug-free, and conducive to learning

Rationale:

- Overall, ADA percentages remains close to 95% which is the school’s expected minimum benchmark of performance.
- Improvement needs to be made in the senior class (94%)
- Improvement in our Saturday School has reclaimed over \$50,000 of ADA for the district but this can still be improved
- Tardiness has also improved with the average number of tardies to first period dropping by 20% and the tardies overall to any class have dropped by nearly 30%
- Truancy rates are still around 40% even though this is down 9%
- Suspension rates have dropped significantly (down 40% from one year ago) and this is in part due to our Positive Behavior Support program

Expected School-wide Learning Results Addressed:

- Norwalk High School Students will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.
- Norwalk High School Students will be prepared for success in both college and career.
- Norwalk High School Students will be responsible members of the Norwalk High School community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLASCO Track Student Tracker System will be used to record monitor attendance, issue consequences, and monitor positive behavior.	September, 2013 - June, 2014	Principal, Dean, PBS Coordinator	PLASCO Track Student Tracker Licensing	5000-5999: Services And Other Operating Expenditures	LCFF	12,000
			Paper	4000-4999: Books And Supplies	LCFF	2,000
Incentives to reward students for outstanding or improved attendance and to reward students for demonstrating positive behavior.	September, 2014 - June, 2015	Principal, Assistant Principal, Dean, PBIS Coordinator	Items like T-Shirts, hats, pencils, movie tickets, gift cards, etc.	5000-5999: Services And Other Operating Expenditures	LCFF	5,000
Parent education workshops to provide information about student support, monitoring, and community resources.	December, 2014 - June, 2015	Principal, Dean, Assistant Principal	Extra Duty Pay for Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000
Support for PBS team to develop behavioral matrix, pyramid of interventions, and incentive program	December, 2013 - May, 2014	Principal, Dean, PBS Coordinator	Extra Duty Pay for Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,000

Goal 4: All students will graduate from high school ready for both college and careers

Rationale:

- Over the past few years, about 95% of Norwalk High School students have earned High School diplomas which does leave room for improvement
- The graduation rates for EL students is only 88% and the rate for Students with disabilities is 85%
- The percentage of students who are completing A-G requirements was 41% in 2013 with the two lowest subgroups being Hispanic/Latino (38%) and EL students (9%)
- Approximately 70% of our students enroll in college anytime during the year following graduation
- Most of our graduates are enrolling in a community college (45%) as opposed to a four year (25%)
- Significant gains in college attendance have been made with EL Students (56%) and students with disabilities (44%)
- More students now have access to AP courses dues to course as well as class offerings, however, our rate of passing at least one exam is still at 44%

Expected School-wide Learning Results Addressed:

- Norwalk High School Students will be able to apply their knowledge and skills to solve complex problems by thinking critically and creatively, working collaboratively, and effectively utilizing technology.
- Norwalk High School Students will be prepared for success in both college and career.
- Norwalk High School Students will be responsible members of the Norwalk High School community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intensive CAHSEE Bootcamps for juniors and seniors who have not passed the CAHSEE.	October, 2014 & February, 2015	Principal, Assistant Principal of Curriculum and Instruction	Contract with Kaplan Learning Services	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	30,000
AP Test Prep Books for available AP Courses	November, 2014	Principal, Assistant Principal of Curriculum and Instruction	AP Test Prep Books	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	11,000
SAT/ACT Test Prep Courses	September, 2014 - November, 2014 & February, 2015 - April, 2015	Principal, Assistant Principal, College and Career Counselor	Contract with Kaplan Learning Services	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	68000
Collaboration time for teachers to develop Linked Learning Pathways and interdisciplinary thematic units	September, 2014 - June, 2015	Principal, Assistant Principal of Curriculum and Instruction, and Linked Learning Coach	Sub Costs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2,000
			Extra Duty Pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	10,000
			Linked Learning conference fees	7000-7439: Other Outgo	Title I Part A: Professional Development (PI Schools)	2,000
			Linked Learning conference travel expenses	7000-7439: Other Outgo	Title I Part A: Professional Development (PI Schools)	3,000

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E2020 online credit recovery program for students who need to make up courses necessary for graduation or increase GPA	September, 2014 - June, 2015	Principal, Assistant Principal of Curriculum and Instruction	E2020 Licensing Fee	5000-5999: Services And Other Operating Expenditures	LCFF	5,882
			E2020 Licensing Fee	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	6,118
			Sub Costs for Professional Development	1000-1999: Certificated Personnel Salaries	LCFF	500
All students enrolled in an AP course take the AP exam at no cost.	May, 2015	Principal, Assistant Principal of Curriculum and Instruction	College Board AP Exam Fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,000
AP test preparation support for students.	April, 2013	Principal, Assistant Principal of Curriculum and Instruction	Extra Duty Pay for Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	3,000
AP Summer Institute participation for teachers	June, 2015	Principal, Assistant Principal of Curriculum and Instruction	Registration Fees	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	10,000
			Travel Expenses and Related Costs	6000-6999: Capital Outlay	Title I Part A: Professional Development (PI Schools)	2,000
Participation in regional college fairs	September, 2014 - May, 2015	Principal, Assistant Principal, Lead Counselor	Buses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,000

Appendices



Glossary of Terms

ACS	Action Learning Systems
ACT	American College Testing
ADA	Average Daily Attendance
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
API	Academic Performance Index
ASB	Associated Student Body
AVID	Advancement via Individual Determination
AYP	Academic Yearly Progress
AYP	Academic Yearly Progress
CAHSEE	California High School Exit Exam
CAPSS	Collaborative Action Process for Student Success
CELDT	California English Language Development Test Community of Lancer for Academic and Student Success
CLASS	
CSEA	California State Employees Association
CSF	California Scholarship Federation
CST	California Standards Test
CST	California Standards Test
CSU	Cal State University
CTE	Career and Technical Education
DII	Direct Interactive Instruction
DLAC	District Language Assessment Center
EADMS	Educator's Assessment Data Management System
EAP	Early Assessment Program
EL	English Learner
ELAC	English Learning Advisory Committee
ELD	English Language Development
EOC	End of Course
ERWC	Expository Reading and Writing Course
ESLR	Expected School Wide Learning Results
FAFSA	Free Application for Federal Student Aid
FBLA	Future Business Leaders of America
FEP	Fluent English Proficient
FNL	Friday Night Live
GPA	Grade Point Average
I-FEP	Initially English Proficient
ID	Identification
IEP	Individualized Education Program
LACOE	Los Angeles County Office of Education
LCD	Liquid Crystal Display
LLT	Lancer Leadership Team
M & O	Management and Operations
M.E.Ch.A	Movimiento Estudiantil Chicano de Aztlán

MPR	Multi-Purpose Room
NCAA	National College Athletic Association
NCLB	No Child Left Behind
NHS	Norwalk High School
NLMUSD	Norwalk La Mirada Unified School District
PBIS	Positive Behavior and Intervention Support
PD	Professional Development
PET	Psychiatric Emergency Teams
PI	Program Improvement
PIH	Presbyterian Intercommunity Hospital
PLTW	Pathway Lead The Way
PSAT	Pre-Scholastic Aptitude Test
PTSA	Parent Teacher Student Association
R-FEP	Re-designated English Proficient
ROP	Regional Occupational Program
RTI	Response to Intervention
SARB	Student Attendance Review Board
SARC	School Accountability Report Card
SART	School Attendance Review Team
SAT	Scholastic Aptitude Test
SDAIE	Specially Designed Academic Instruction in English
SED	Socio Economically Disadvantaged
SEROP	Southeast Regional Occupational Program
SIOP	Sheltered Instruction Observation Protocol
SIS	Student Information System
SPSA	Single Plan for Student Achievement
SPSA	Strategic Plan for Student Achievement
SRO	School Resource Officer
SSC	School Site Council
SwD	Students with Disabilities
TANLA	Teachers Association of Norwalk-La Mirada
TOSA	Teacher on Special Assignment
TUPE	Tobacco Use Prevention Education
UC	University of California
VAPA	Visual and Performing Arts
WASC	Western Association of Schools and Colleges
WICR	Writing, Inquiry, Collaboration, Reading

Norwalk High School 2014-15 WASC Focus Group Team Members

Assessment & Accountability

Leticia Acosta
Annette Aragon
Tom Bates
Erika Brasov
Marcie Calderon
Mike Cardona
Mooi Tek Chin
Jennifer de Schepper
Art Dominguez
Doris Doyon
Yvonne Duran
Marisol Encarnacion
Leah Estrada

Paul Fernandez
Jerry Gash
Ruben Guerrero
Nikole Juhasz
Brian Keckeisen
Lily Kim
Brianna Leanos
Ken Mardis
Quoc Nguyen (Lead)
Elena Partida
Kristen Pinta
Alexys Rabago
Osvaldo Ramirez

Linda Rico
Irene Rifilato
Melissa Rios
Dan Sanchez
Gabriella Serrano
Ryan Smith
Martin Strauss
Joseph Tarin
Ignacio Velasquez
Un-Soo Wong
Sophia Woo

Curriculum

Doug Bjorkman
Don Brandes
Narcis Brasov
Annaliza Bustos
Jacque Fabritz
Menker Feleke
Robert Gutierrez

Kristina Juan
Jerry Koppe
Kaari Kuns
Rosemary Madarang
Karla Noriega
Fred Pineda
Francisco Ramirez

Roman Rangel
Mike Ridge
Dave Snyder
Ricardo Tamayo
Michelle Valdez
Cara Vorhies
Marcus Woodworth (Lead)

Instruction

Jennifer Alcazar
Juan Bartolo
Bill Dragoo
Suzanne Edwards
Norma Evans
Ruby Galindo
Brian Garcia-O'Leary
Nancy Lanpher
Tammy Machurski
Maria Martinez
James Maynard

Tammy Merrell
Nick Navarro
Emily Osongco
Brianna Palacio
Sonia Perez
Kim Perry (Co-Lead)
Delia Prieto
Jesus Ramirez
Raquel Romo
Marissa Rumbo-Ramirez
Jessica Santos

Rebecca Schuler (Co-Lead)
Francisco Soto
Mandie Trejo
Phil Turner (Co-Lead)
Rosemary Vest
Juan Villanueva
Bill Wenrick
Dean Westerfield
Toni Zabala
Monica Zavala

Norwalk High School 2014-15 WASC Focus Group Team Members

Organization

Angelica Aldano
Jenny Amaya
Ashley Baclaan
Savannah Bobkiewicz
Wendy Cano
Rosa Gonzalez
Otis Harrison
Janice Kroupa

Ying Lee
Vanessa Lopez-Ramirez
Cynthia McDonald
AgustinOjeda
Katherine Padilla
Jennifer Panagos
Carla Palmer
Yolanda Rubio-Soto

Don Schulz
Bill Stevenson
Pat Tatham
Adam Taylor
Mark Travis (Co-Lead)
Estelle Vest
Eric Walter (Co-Lead)
Jim Webster

School Culture and Support

Ellen Barrera
Jesse Cenicerros
Lupe Chavez
Robert Cisneros
Ken Cook
Bindi Crawford
Alan Davis
Jesus DeLaTorre
Debbie Dusatko
Monte Ekott

Paulette Gasporra
Elizabeth Gonzalez
Dean Gray
Mike Hess
Tracy Horton
Vanessa laquinta
Greg Kuper
Mary Lubliner
Antonio Luis
Marcella Maldonado

Stephanie Matter
Eddie Moreno
Maria Orozco
Aarah Perez
Vince Pluma
Angel Ramirez
Larry Soderling
Natalia Valadez (Lead)

2014-2015 S2 Data Dashboard Guide

Language Fluency

Special Education

CELDT Scores

EAP Status

ReadiStep Scores

Cumulative GPA

ID	Last Name	First Name	Grade	SPED?	Language	2014-2015 CELDT					CAHSEE		2014 EAP		2014 PSAT			2014 ReadStep			GPA	Teacher	Period
						Overall	Reading	Writing	Listening	Speaking	ELA	Math	ELA	Math	Reading	Math	Writing	Reading	Math	Writing			
XXXXX	XXXXX	XXXXX	12		EL	Early Adv	Early Adv	Early Adv	Early Adv	Inter	Pass	Pass	Not Ready	Not Ready							2.9	Smith	1
XXXXX	XXXXX	XXXXX	11	RSP	EO						Pro	Pro			42	40	38				3.5	Smith	1
XXXXX	XXXXX	XXXXX	11		EO						Pass	Pass			33	23	30				2.7	Smith	1
XXXXX	XXXXX	XXXXX	11	RPEP							Pass	Pro			20	30	24				3.2	Smith	1
XXXXX	XXXXX	XXXXX	11		EL	Early Adv	Inter	Inter	Early Adv	Inter	NP	NP			20	30	21				2.5	Smith	1
XXXXX	XXXXX	XXXXX	11		EO						Pass	NP			41	29	32				3.6	Smith	1
XXXXX	XXXXX	XXXXX	12		IFEP						Pro	Pro	Not Ready								3.2	Smith	1
XXXXX	XXXXX	XXXXX	12		EO						Pro	Pro	Conditional	Conditional							2.1	Smith	1
XXXXX	XXXXX	XXXXX	9		EL	Early Adv	Inter	Advanced	Early Adv	Early Adv								2.3	1.8	2.8	3.8	Smith	1
XXXXX	XXXXX	XXXXX	9		EL	Inter	Inter	Inter	Inter	Early Adv								3.3	3	2.6	2.9	Smith	1

Student Information

Most Recent CAHSEE Results

PSAT Results

Teacher and Period