

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR
NORWALK HIGH SCHOOL**

**11356 E. Leffingwell Avenue
Norwalk, CA 90650**

**Norwalk La Mirada Unified School District
Norwalk Unified School District**

April 19-22, 2015

Visiting Committee Members

Ms. Sandra Drew
Director, Retired
San Marcos Unified School District

Mrs. Elizabeth Bartolomea
Teacher, Retired
Grant High School
LAUSD

Mr. Michael Bukraba
Teacher, Desert Hot Springs HS
Palm Springs Unified School District

Ms. Yinka Dallas
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San Fernando High School
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Dr. Nick Nichols
Executive Director, Inspire Schools

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Teacher/Coach

Dr. Reginald Sample
Principal, Susan M. Dorsey High School

Chapter I: Student/Community Profile

- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Norwalk High School (NHS), located in the city of Norwalk, CA, has been a comprehensive high school since 1956. 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). The district serves a population of over 19,000 students, predominately Hispanic. The ethnic demographic of NHS includes 86 percent Hispanic, 4.5 percent White, 3 percent Filipino, 3 percent African American, and others. During the 2012-2013 academic school year, 12 percent of the student population received special education services, 10 percent received English learner support and 83 percent of students qualified for free or reduced lunch. The community which Norwalk High serves has a population of approximately 106,278. Most families in Norwalk are lower-middle income, making it a below average income neighborhood. Seventy-two percent of the population has a minimum of a high school diploma.

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 the campus, including 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. Norwalk has recently passed a new bond in 2014 which will seek to further improve school facilities and increase instructional technology.

Norwalk entered its first year of Program Improvement (PI) implementation during the 2012-2013 academic school year. Norwalk High operates a Title I schoolwide program, which provides assistance to all students.

Norwalk High School community 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. Many local business such as SoCal Pizza, Starbucks, Frantone's, McDonald's and Shakey's Pizza provide opportunities for students to fund-raise for their clubs and teams. Technology partnerships with Microsoft and Project Lead the Way with Cal Poly provide certification for students. Technology companies such as ORACLE, CISCO Network Academy and COMPTIA partner with the web design classes.

District Policies/School Financial Support

Approximately \$5,626 is spent per pupil.

School Purpose and 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.

Schoolwide Learner Outcomes

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.

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. 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 the Behavior Support Class. The school dean, counselors, and assistant principal oversee counseling referrals, including everything from substance abuse problems to depression.

Staff

Currently, all certificated positions at Norwalk High School are held by fully credentialed teachers. Also, there are no vacant positions.

Professional Development

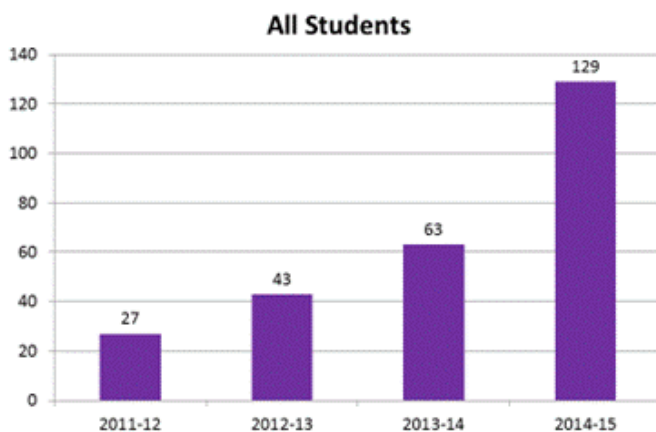
Each department collaborates twice a month to analyze data (progress reports and quarter grades) and share new strategies. In addition, the school has implemented Tech-Tuesday, which offers staff the opportunity for additional professional development. Also, all core teachers attend additional training. During the summer, almost all AP teachers participated in AP Summer Institutes. AVID team teachers participated in the AVID Summer Institute. The District also provides core subject coaches who work with the 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 the 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.

Teachers meet twice a month during Late Start Wednesdays. 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.

NHS has a partnership with Action Learning Systems to improve instruction. This year, the SPSA clearly outlines the plan of action. 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 students receive the services that they will need in order to be successful in school and also includes a projected budget for each activity.

AVID

Norwalk High School has an accredited AVID (Advancement Via Individual Determination) program which includes five sections of AVID for each grade level. Several academic tutors provide academic support for students during tutorials. Two counselors and 13 teachers (15 percent of teachers) on campus have also attended AVID trainings to provide additional support to students in core classes. The AVID class of 2015 will be the first graduating AVID class for Norwalk High.

AVID Enrollment History**Academies/Pathways**

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 the 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.

Special Education

Despite the decline in total enrollment, the percent of special education students has remained steady. Currently 13 percent of students receive special education services. This includes 114 in SDC and 135 in 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.

Honors and Advanced Placement

There has been a decline in students enrolled in honors courses as result of the growing number of Advanced Placement courses available at Norwalk High School. However, more students are currently enrolled in Advanced Placement and Honors courses overall than in previous years.

Thirty-two AP sections are available to students, including 14 courses offered in 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.

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, and is the best record among the high schools in the district.

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.

CO-CURRICULAR ACTIVITIES

Art	Dance
Culinary	Drama
Auto	Yearbook
Drafting	Instrumental Music (Band, Steel Drums, Jazz Ensemble)
Web Design	Student Government (ASB)
Engineering	Link Crew
Journalism	
Fashion	
Choir	

EXTRA-CURRICULAR ACTIVITIES

Academic Decathlon	First Aid	NHS Explorers
Art Club	French Club	NHS Pep Squad
AVID	Green Team	Philosophy
Bible Club	Interact Club	Photography Club
Book Club	iSing	PUENTE
Comix Club	Key Club	Spanish Club
Creative Writing Club	Lancers Buddies	Theatrics
CSF	Link Crew	Yearbook
Culinary Club	M.E.Ch.A.	Norwalk High School
Cycling Club	Medical Academy	Mighty Regiment Band
FBLA	Millennium	
Film Club	Newspaper	

In addition to these courses and clubs, NHS offers a full range of sports for student athletes to become involved on campus. Athletics is held during 6th period and students who wish to participate must try out for the teams. NHS also has a full range of athletic offerings.

Title 1

As a schoolwide Title I school, NHS offers tutorial support for all core subject areas, organizes week-long boot camps to help prepare students for CAHSEE. Students are also offered free Kaplan prep courses, in addition to 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. Eighty-three percent of current students receive Free/Reduced lunch.

**STUDENT PERFORMANCE DATA
AYP and API**

Norwalk High School has not met all AYP goals during the past 5 years and is now in the first year of program improvement. 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. The Hispanic and Latino group has the highest API score that most closely represents the overall performance index. This subgroup continually met their API goal throughout the past several years. The 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.

Adequate Yearly Progress

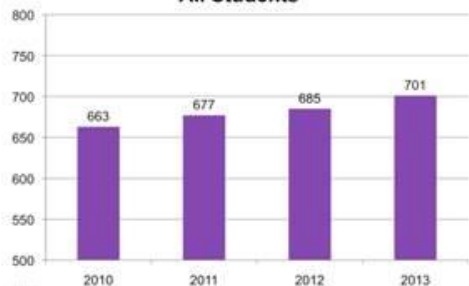
	2011		2012		2013		2014	
	English Pro Rate	Math Pro Rate	English Pro Rate	Math Pro Rate	English Pro Rate	Math Pro Rate	English Pro Rate	Math Pro Rate
Schoolwide	51.3%	37.30%	43.9%	47.6%	52.0%	50.7%	45.0%	56.2%
Hispanic/Latino	48.0%	33.7%	44.5%	47.9	50.7%	49.7%	44.8%	56.0%
SED	48.1%	34.4%	43.2%	47.0%	49.4%	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	

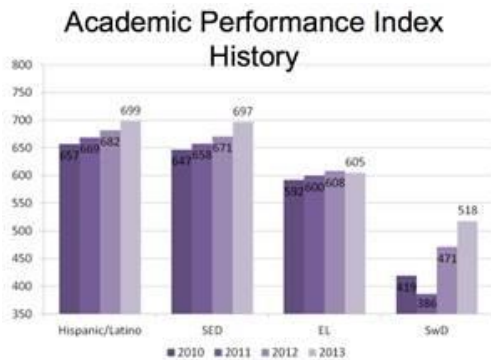
2/14/2015

Source: California Department of Education

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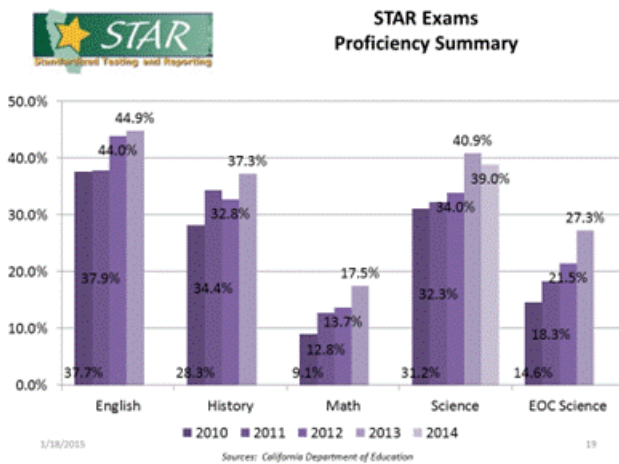
**Academic Performance
Index History
All Students**





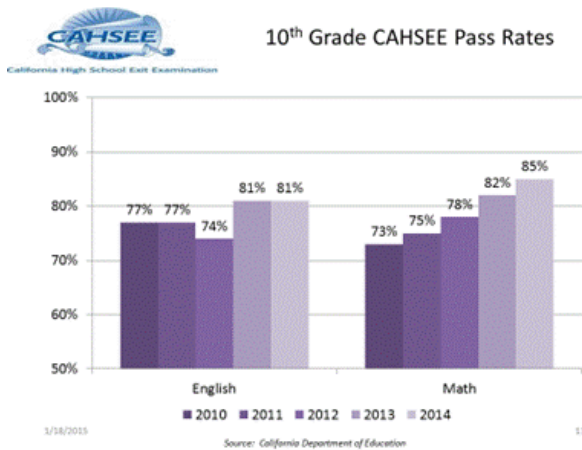
**California Standards Test (CSTs)
Proficiency Levels**

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



California High School Exit Exam (CAHSEE)

The CAHSEE pass rate for 10th grade students at NHS has increased overall in the past three years. Eighty-one percent of 10th grade students have passed both portions of the CAHSEE. In English, 81 percent of students are passing the CAHSEE and 43 percent of those students are passing at a proficient level. In Math, 85 percent of 10th grade students passed and 57 percent of these students passed at the Proficient Level.



Annual Measurable Achievement Objectives (AMAOs)

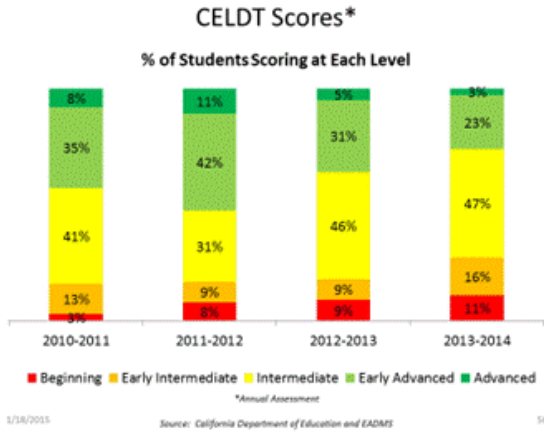
AMAO #1 measures the percent of English Learners making annual progress on the CELDT. AMAO #2 measures the percentage of English Learners achieving proficiency on the CELDT. Proficiency on the CELDT is defined as receiving an overall score of 4 or 5 with no score of 2 on any of the individual components 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%)

Since 2009-2010, scores have increased 5 percent in the beginning level of students testing. The Basic level (Early Intermediate) has remained consistent except for a slight raise in 2010, at 9 percent. The Intermediate group has had most significant growth at 46 percent. The Early Advanced and Advanced has decreased since 2009.



College SAT and ACT results

SAT

As of October, 2014, over 94 percent of the seniors have taken the SAT. This is up over 50 percent from 2013-2014.

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 Results

Year	Seniors	# Tested	% Tested	Average Score	% ≥ 21
2009-2010	521	76	15%	18.34	24%
2010-	560	98	18%	18.22	27%

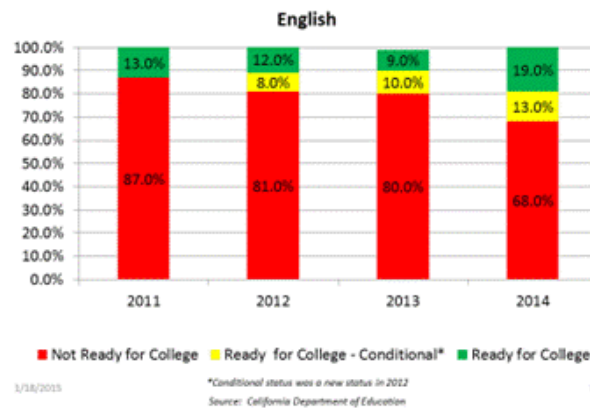
2011					
2011-2012	505	103	20%	19.12	39%

EAP (College Readiness)

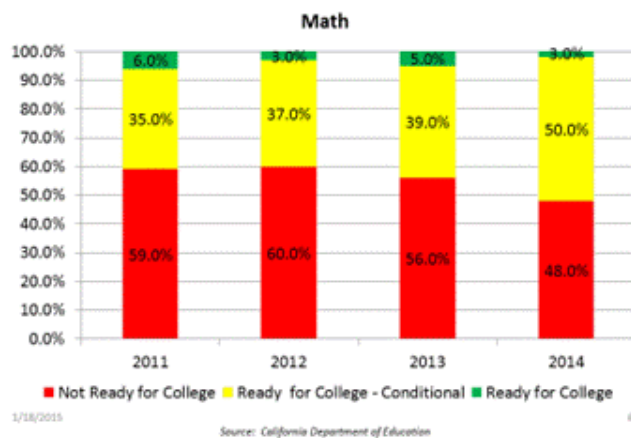
ELA—In 2011 only 13 percent of the NHS seniors were ready for college and 87 percent were not. In 2014, 19 percent are ready for college, 13 percent are in conditional status and only 68 percent were not ready for college. This is a significant increase in college readiness.

Math—only 3 percent of students are testing into college-ready courses. However, the percentage of students not ready for college math has decreased by 11 percent. 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 percent in 2011 to 50 percent 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. In 2012, only a small percentage of students were able to place into a college level course in English and Math (6 percent and 3 percent). A larger percentage were reading at college level (37 percent). Cerritos College has not provided any updated information regarding the 2013 and 2014 years because they have stopped keeping track of this information.

CSU/UC Proficiency

One of the ways that Norwalk High School measures whether students are prepared for college or not is through the CSU/UC Proficiency Exam. Currently only 60 percent of students are testing at college level in math, 53 percent in English and 51.3 percent in writing.

Advanced Placement Results

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 percent passing rate. Highlights of our AP program are a 90 percent passing rate for AP Spanish Language and 77 percent passing rate in Studio Art 2-D.

AP Exam Historical Pass Rates

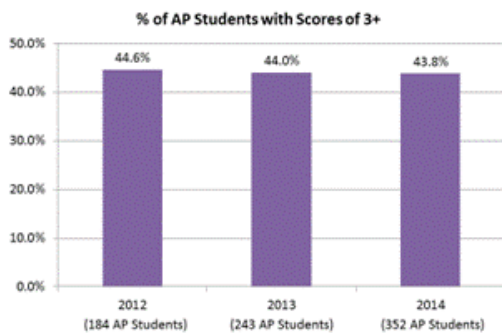
Subject	2012			2013			2014		
	# of Tests	# Passed	% Passed	# of Tests	# Passed	% Passed	# of Tests	# Passed	% Passed
Studio Art 2-D	1	1	100%	12	11	92%	13	10	77%
Studio Art 3-D	-	-	-	3	3	100%	4	2	50%
English Language	-	-	-	57	18	32%	116	30	23%
English Literature	30	14	47%	34	14	41%	47	19	40%
US Government & 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%

1/18/2015

Source: College Board

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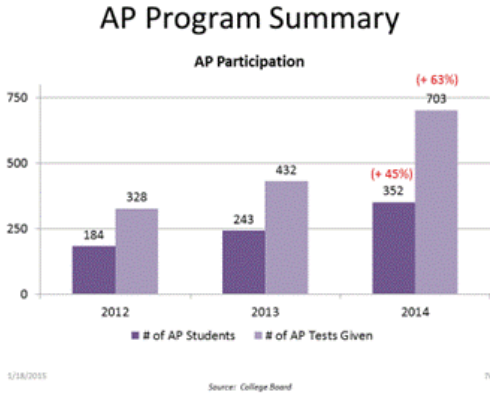
AP Program Summary



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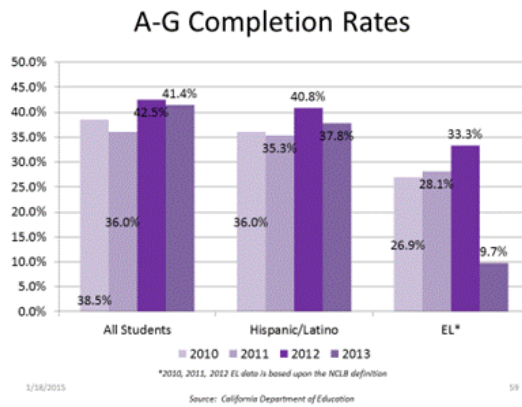
Source: College Board

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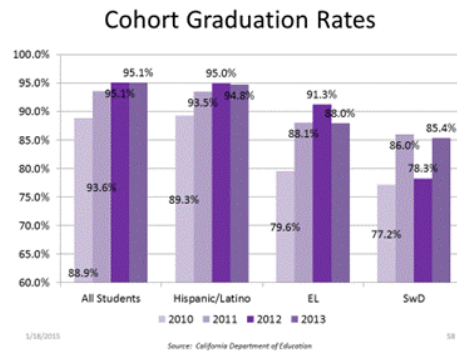
University of California a-g requirements a-g Completion

Since 2010, 41.4 percent of students have completed a-g requirements. 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.



Graduation Rates

Currently, 95.1 percent of students graduate from Norwalk High School. The SWD subgroup remains the lowest at 85.4 percent.



Post-Enrollment Data

Currently, 22 percent of NHS graduates attend a 4-year college/university right after graduation. 40 percent attend a 2-year college which means that 62 percent of our graduating class is attending some type of college. This number increases when looking at the full year after high school. Many of the graduates enroll during the year. This increases the numbers (4-year college/university to 26 percent, 2-year college to 45 percent and the total to 71 percent).

Chapter II: Progress Report**Significant Changes****District Changes**

The district leadership reorganized from a Primary and Secondary Superintendent to an Assistant Superintendent and a Director of K-12 Instruction. This change has helped the district 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, the superintendent, Dr. Ruth Perez, left the district in September of 2014. The interim superintendent is the former superintendent, Mrs. Ginger Shattuck.

Administration Changes

Another significant change has been with the administrative staff at Norwalk High School. The school has been under the leadership of three different principals since the spring of 2012. 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 three years. In addition to curriculum and instruction, he is in charge of coordinating all of the testing, completing the master schedule and working with the 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. The Dean of Students, Bindi Crawford, joined the team in the fall of this year and is in charge of all student discipline.

Site Improvements

Site physical and technological improvements were made possible with a state bond. The cafeteria received a modernization grant and now provides a café style of eating. This café includes televisions for the students to enjoy. Throughout the campus, 90 picnic benches were added for more seating during snack and lunch. The library and computer lab are completely furnished with updated iMac computers. The 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, the 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 has also been provided with technology professional development opportunities in order to implement new software such as Schoology. The Career Center received 25 computers, and the Auto Shop wrote grants for a \$26,000 technology upgrade.

Direct Interactive Instruction

Norwalk High School is currently implementing research-based instructional strategies called Direct Interactive Instruction (DII). The 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. 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. The action plan has this program continuing into the Social Studies and Science departments this year.

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 them for the CAHSEE. This class was taught by an off campus partnership with Kaplan. Instructors helped students in test taking strategies designed specifically for the exit exam. The success of the CAHSEE Boot Camp contributed to the school’s increased CAHSEE pass rates and therefore was extended to include 10th graders before they take the test in March.

Rigorous and Challenging Curriculum

In order 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 the core academic classes meet the a-g requirements. In addition, several electives have now been added to the list of courses offered that will fulfill those needs. For example, the journalism class and foods courses will now earn a-g credit. The 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 Common Core State Standards for English-Language Arts and 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

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. The intervention counselor holds meetings with parents, small groups of students, and organizes a peer-tutoring program. These students are placed on contracts to help them stay accountable for homework assignments and test scores. The intervention counselor also holds a “Back on Track” meeting with parents and students who are not demonstrating increased success in their academic performance.

Intervention Courses

NHS offers several intervention courses to support students who struggle in academic areas. There are reading support classes that utilize programs, such as Read-180, Kahn Academy, and System 44, and Academic Language Development. EL students are able to take core courses in sheltered classes where instruction is in English, but reinforced with ELD 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 and 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. 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 EL Students, a new position was created for a teacher to work with this specific population. The 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 them for all teachers even if they did not teach EL Students. The coordinator attends district trainings and meets with all EL students to discuss their progress in school and deal with specific issues related to students learning English.

Parent Portal in PowerSchool

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 grades, and keep their parents informed about their progress and attendance. Parents and students have access to 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

The Blackboard Connect phone system 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.

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.

LLT

The Lancer Leadership Team meets once a month. This team consists of department chairs, program coordinators, and 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

A new College/Career counselor was added this year take on 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, assisting with college applications, and helping these students find the resources for scholarships.

PLASCO

Norwalk High School partners 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. The computer program keeps track of the number of offenses and has a progressive disciplinary system.

SAT Prep Courses

All 10th, 11th and 12th graders are provided with a free SAT Preparation course. 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

In October, the 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.

PBIS

The Positive Behavioral Intervention and Support (PBIS) 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 has recently added an employee of the month award.

Implementation and Monitoring of School-Wide Action Plan

Norwalk's schoolwide action plan integrates all of the WASC critical areas for follow-up. The SPSA (Single Plan for Student Achievement) is also used to 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. 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. 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:

Single Plan for Student Achievement – Goal 1:

All students will reach high standards, at a minimum, attaining proficiency or better in ELA, mathematics, history, and science.

Present Levels of Performance – Goal 1:

Unfortunately, Norwalk High School has failed to make Adequate Yearly Progress (AYP), and as a result, is in the first year of Program Improvement (PI). The reason for this was the failure to make AYP schoolwide and across subgroups in ELA. The school made AYP schoolwide and across subgroups in mathematics through NCLB's Safe Harbor provision. As a result, continued efforts must be made to support students who are at-risk not only for not passing the CAHSEE but also not earning a proficient score.

According to most college and career readiness measures, Norwalk High School has underperformed. Early Assessment Program (EAP) results indicate that only 19 percent of juniors were on track for "college level" work in ELA - a substantial increase over last year's figure of 9 percent. EAP results for mathematics are also low, with 6 percent of juniors being ready for college level work. Another concern with mathematics is the percentage of juniors taking Algebra 2 or higher - only half of last year's juniors met this benchmark.

Currently, the average SAT score is well below the national average of 1500, and the percentage of college ready students according to the PSAT is less than 15 percent in each area tested. Efforts have been made to expand this program dramatically, and to ensure that students are better prepared for it. A large increase in students taking the PSAT, SAT, or ACT has occurred over the past two years. Work must be done around the implementation of the Common Core State Standards to effectively address student performance on exams like these.

Student performance in classes has improved significantly when compared to years past. When reviewing D/F rates, there have been substantial decreases across the board. Of particular concern are D/F rates in English 9 and 10, as well as lower level mathematics courses like Algebra 1, Common Core Math 1, and Geometry. Additional support is needed to ensure that these students are performing at acceptable levels.

Key Strategies – Goal 1:

- Collaboration time and professional development for staff around the CCSS, NGSS, and new ELD standards.
- The development and implementation of common assessments, common grading practices, and common lesson planning.
- The implementation of Direct Interactive Instruction.

- Interventions built into the school day to increase reading, literacy, and math achievement.
- Intensive support for students at-risk of not passing the CAHSEE.
- Tutoring support for struggling students.
- Implementation and expansion of AVID program.

Single Plan for Student Achievement – 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

Present Levels of Performance – Goal 2:

The percentage of English Learners reclassified as fluent in English increased to 20.1 percent from 13.9 percent a year ago, representing the school’s highest rate in at least the last five years.

The percentage of students earning scores of Advanced or Early Advanced on the annual CELDT exam has continued to fall, dropping to 26 percent in 2013-2014 from 36 percent in 2012-2013. This represents a substantial decrease in performance from 2011-2012 when the figure was 53 percent. Corresponding drops in the CELDT Criterion have also been realized each of the last three years, falling to 22 percent last year from 32 percent and 49 percent in 2012-2013 and 2011-2012 respectively.

In accordance with the CELDT data described above, Norwalk High School did not meet the Annual Measurable Achievement Objectives as required by Title 3 last year. 36.6 percent of all EL students made annual progress on the CELDT (AMAO #1), a figure that decreased from 46 percent the year before, and 60 percent before that. Similarly, the percentages of students meeting AMAO #2 also decreased once again, dropping to 12.1 percent for the cohort of ELs in the country less than 5 years, and 24.7 percent for the cohort in the country greater than 5 years.

The performance of English Learners on the EAP is also significantly lower than the school wide figures in both ELA and math. 8 percent of EL students were "ready for college" in ELA compared to 19 percent of all students. Not enough EL students took a math course equivalent to Algebra 2 or higher to earn an EAP score summary.

Key Strategies – Goal 2:

- Implement support programs into the school day to increase English fluency in EL students.
- Tutorial support for struggling EL and LTEL students
- Collaboration and professional development for staff around data analysis, instructional strategies, and the new ELD standards.

Single Plan for Student Achievement – Goal 3:

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

Present Levels of Performance – Goal 3:

Overall ADA percentages remains close to 95 percent which is the school's expected minimum benchmark of performance. Improvement needs to be made in the senior class (traditionally the lowest attending class) where ADA just under 94 percent. The amount of ADA reclaimed through the Saturday School program are at record highs - last year, over \$50,000 of ADA had been reclaimed for the district. Tardiness has also improved. The average number of tardies to first period dropped by about 20 percent, and the overall number of tardies to any class dropped by nearly 30 percent.

According to the California Department of Education, truancy figures dropped significantly in 2012-2013 to 40 percent of students - down from 49 percent the year before. According to internal figures from 2013-2014, these results are expected to show even more improvement.

According to district data published each year, suspension rates have dropped significantly - down 40 percent from one year ago. This is due in large part to the school's Positive Behavior Support program.

Key Strategies – Goal 3:

- Implementation of PLASCO student tracker to monitor attendance, tardiness, and positive student behaviors.
- Support for a stakeholder group to design and implement a Positive Behavior and Intervention Support program.
- Incentives to reward student behavior.

Single Plan for Student Achievement – Goal 4:

All students will graduate from high school ready for both college and careers.

Present Levels of Performance – Goal 4:

Over the past few years, about 95 percent of Norwalk High School students have earned high school diplomas. While this is a solid figure, there is certainly improvement to be made. Unfortunately, performance gaps exist with this measure - in 2012-2013, the graduation rate for EL students was 88 percent while the rate for Students with Disabilities was 85 percent.

The percentage of graduates who have completed the a-g requirements which are necessary for admission to a CSU or UC was 41 percent in 2013. Hispanic/Latino students have the lowest completion rate of any subgroup (38 percent) despite being the majority of students. Of equal concern is the percentage of EL students who complete the requirements - only 9 percent during this year.

According to National Student Clearinghouse data, the percentage of graduates who actually enroll in college anytime during the year following graduation has remained steady at about 70 percent. Unfortunately, the majority of graduates enroll in a community college (about 45 percent) as opposed to a four-year school (about 25 percent). Significant college attendance gaps exist with EL students and those with disabilities. Those groups of students enrolled in college at rates of 56 percent and 44 percent, respectively.

Norwalk High School has significantly increased equity and access to its Advanced Placement program, adding more courses to meet student interest, and actively recruiting student to join the program. Last year, over 700 exams were given to 352 students - huge increases from years prior. Overall, the percentage of students who passed at least one of these exams remained constant – 44 percent. This figure needs to increase, as does performance overall on each individual test as it lags behind national averages.

Key Strategies – Goal 4:

- Online credit recovery programs.
- Implementation and support of Linked Learning pathways
- Expansion of AP program, and support for students including paying for all exam fees.
- Intensive CAHSEE preparation for students who have not yet passed the exam.

Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

2008

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. (Within goals #1, 2, and 3)
2. Raise achievement levels of all students (Goal #1)
3. Create a rigorous and challenging curriculum that encourages and raises the percentage of students meeting the a-g requirements (Goal #4)
4. Extend benchmarks to all curricular areas aligned to curricular maps and pacing guides (Goal #1)
5. Seek out ways to increase parental involvement and improve communication to all parents (Completed)
6. Increase student access to technology with a District plan to provide fiber network in the next few months (Completed)
7. Satisfy NCLB credential requirements for all certificated staff (Completed)

2011

1. Continue efforts to improve student achievement (Goals #1, 2, 4)
2. Continue to use the professional development plan to enhance teachers’ instructional strategies. (Goal #1)

New concerns

3. Parents indicted that communication has improved significantly but would like to see more outreach to parents. (Completed)
4. Parents are requesting more after-school support for students, including tutoring and counseling. (Completed)

Chapter III: Self-Study Process

Schoolwide Learner Outcomes

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.

Comment on the school’s self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

Staff, students, parents and community members have all been involved in the self-study process. Parents and community members had input on the report, even though they did not attend the focus group meetings. Students were an integral part of all focus groups. It was obvious to the visiting committee that the school has multiple partners. The school actively recruits community partners and has numerous business, government, parent groups, ROP, and post-secondary supporters who lend their caring, support, and financial assistance.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

As part of the self-study process and knowing that the previous ESLRs, vision statement, and critical learner needs did not align, the leadership team began the process of revising both the vision/mission and the schoolwide learner outcomes. They used their school achievement data as the basis for drafting a new vision statement, which led to a realignment of the ESLRs and critical learner needs. They started with a draft and took it for input and revision to staff, parents, students, and School Site Council, ending up with a version everyone agreed to.

3. The gathering and analyzing of data about students and student achievement

Norwalk High School collects and analyzes a good deal of data within departments, within programs, within classrooms, and schoolwide. This data is often collected for the groups that need it, and they make decisions as to what to do with the results. Technology programs, including Learning Management, Data Management, and Student Information Systems, make it possible for all teachers to see how all students are achieving in all classes, making collaboration among staff with regard to individual students easy and efficient.

Administrators and counselors can use the data to determine what students need intervention help. Departments are in the process of developing and administering common assessments and will use the results to make instructional decisions.

Annually, the district provides districtwide and schoolwide data to the schools. It also sets the overall SPSA goals, which are in alignment with the LEA plan and LCAP. Then the schools may adjust these goals to fit their own school’s needs. For example, while the district goal was that all students attain proficiency in ELA and Math, the Norwalk High School goal goes further to include all core classes. And, while the district goal is for all students to graduate, Norwalk’s goal is for all students to graduate College and Career-ready.

4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria

Work on the present SPSA began with the knowledge that changes in the academic standards would mean changes in curriculum, instruction, and assessment and that teachers needed to be ready for them to be able to support student achievement of the new standards. Data revealed that English Learners and Students with Disabilities lagged behind other students on virtually

every performance measure. The school also found that students who did move on to college needed remediation in great numbers. Work on the new CCSS would address this issue, but more would need to be done. This led to action steps being developed around increasing AP coursework and support, the further development and implementation of AVID, and increasing access, equity, and support for things like SAT and PSAT exams. All of the elements mentioned above can be found in the school’s SPSA

5. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan. The district has established large committees of stakeholders to form LEA and LCAP goals, which are established for at least three years. Sites then align their SPSA goals with those of the district. Time is spent with staff, parents, and students reviewing these goals, determining indicators, collecting data to determine present levels of performance, and ultimately creating an action plan. The School Site Council plays a key role in this process, as they are responsible for creating and approving the SPSA.

Chapter IV: Quality of the School’s Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

To what extent is the school’s purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

Vision – Mission – Schoolwide Learner Outcomes – Profile

The school’s Mission:

“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.”

The School-Wide Learner Outcomes:

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.

The school implements various programs and practices to assure that their vision is accomplished. AVID strategies, such as Focused Notes, Socratic Seminar, and Philosophical Chairs are most common schoolwide strategies implemented in classrooms to increase student engagement, note

taking, organizational skills to prepare them for 21st century learning. New linked pathways (PLTW Engineering, PLTW Biomedical, PLTW Computer Science, and LAFAME) help prepare students for careers. ROP and Career-Technical Education also help students prepare for careers. The school has also increased the number of AP courses and increased the number of students who are able to participate in this program. This has been attributed to the school or district sponsoring the costs of the AP test.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

In Fall of 2013, under a second consecutive leadership change, the school's vision was revisited and updated as developed by the school leadership team and presented to the staff. The revised Vision and Schoolwide Learner Outcomes were approved by site and district advisory groups, parent groups, student groups, School Site Council and the school's leadership team (LLT). Furthermore, the parents and community members all asserted that they are actively involved and represented stakeholders in supporting learning outcomes of all students at NHS. This is evident through collaboration and coordination of various partnerships with the school.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

NHS staff communicates this plan to all stakeholders at teacher-parent meetings, PTSA, ELAC, LLT, academic departments (both subject and career pathway) and SSC meetings, Back-to-School and Open House events. The vision, instructional foci and school improvement framework are posted in each classroom throughout the school. These focal points are reinforced with their students through the marquee, Student Handbook, which is also available online. Through the Links 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 SLOs will be measured by an increase in attendance, academic proficiency, graduation and college admissions rates, as well as a decrease in suspensions, expulsions, and truancy rates.

Regular Review and Revision

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. This includes the School Accountability Report Card (SARC), EL Re-Designation, IEP Goal Attainment. In addition the LLT and academic departments collaborate to plan around areas of growth and learner needs to improve teaching and learning through formative assessments that are teacher generated, analysis of grade reports.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Governing Board

The elected governing board works in conjunction with district administration comprised of ELAC, SSC, LLT. The Governing Board meets bi-monthly to review instructional and operational data to improve student learning. District administration communicates with site administration and school stakeholders via email, phone calls, site visits, and staff meetings regularly as a means of informing the school community of educational guidelines.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

NHS has a strategic school-wide plan which is aligned with local needs and focus, state standards and the NLMUSD vision where every student is given every opportunity to demonstrate excellence. The Board of Education Goals - The Big "5" are the guiding principles at NHS.

- High Academic Achievement
- Effective Standards-Based Instruction
- Fiscally Solvent and Increase Enrollment
- Accountability for all Stakeholders
- Safety and Security of Students and Staff

By aligning school data and the SPSA, the school leadership has been able to allocate resources to support various subgroups on campus in academic, behavioral, attendance, and socio-emotional outcomes.

Understanding the Role of Governing Board

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.

Governing Board's Involvement in Review and Refinement

Communication between the school and the Board occurs through official committees, annual review of the Single School Plan, administrator meetings and site visitation and instructional rounds as well as informal communication.

Professional Staff and Governing Board

Board Policies are clearly posted online, distributed to stakeholders, and communicated by the administration. The relationship between the board and the professional staff is outlined in each of the bargaining unit agreements. This information is also posted in the administrative offices and key areas of campus as a point of reference for faculty and Stakeholders.

Board's Evaluation/Monitoring Procedures

The NLMUSD Board of Education provides final approval of the Single Plan for Student Achievement (SPSA) on an annual basis after it has been approved locally by SSC. The plan includes student academic performance data, career and college readiness information, and financial information.

Complaint and Conflict Resolution Procedures

All employees receive an annual notice of training which outlines procedures for complaint and conflict resolution. There are also clear protocols in place should conflict arise among any stakeholder. By having protocols in place as well as a uniform complaint process to address and resolve issues, NHS's stakeholders are able to focus on the critical learner needs and monitor student progress.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Broad-Based and Collaborative

The LLT works in collaboration with all stakeholder groups (parents, PTSA, ELAC, core and pathway departments, and SSC) to address critical student needs and parent concerns.

School Plan Correlated to Student Learning

The SSC monitors student achievement data and makes changes to the SPSA on at least an annual basis. Our critical academic needs are determined through data analysis with input through staff, departments, parents, and community members.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

The SPSA allocates financial resources needed to carry out the action steps needed to carry out the school's vision. This includes new curriculum, technology, and supporting smaller class sizes.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation. The school administration keeps all faculty and staff apprised of personnel policies and procedures as set forth through the NLMUSD Human Resources Department. Employee Code of Conduct and Ethical Responsibilities are reviewed and an Employee handbook is provided, outlining the goals and expectations in relation to job duties and professional responsibilities at the onset of the school year.

Qualifications of Staff

The school has a process in place to recruit, hire, screen, and select candidates who meet the state qualifications of the specific course content area. Employees are provided an orientation of the district and school employment policies and practices. In addition, faculty are provided monthly training for professional growth and development in the academic departments and pathways. Furthermore, each teacher works closely with their department chair and assigned administrator who provides coaching, support, and supervision of the instructional program.

Maximum Use of Staff Expertise

Faculty are assigned courses based on teacher qualifications, experience, training, and preferences in relation to student needs. This includes ROP teachers and those teaching blended learning programs through credit recovery. Such assignments are made to ensure that students are provided adequate course offering during the instructional day and beyond. In addition there are various teachers who

take on additional assignment to coordinate programs to support student success (i.e. testing, EL, special education, AVID, athletics, and special activities

Defining and Understanding Practices/Relationships

The school has written guidelines and procedures including an organization chart of each administrator and support staff with defined roles and responsibilities of the instructional and operational program. Under each leadership teams' roles and responsibilities there are leaders of each department who also coordinates instructional training and support for their members.

Internal Communication and Planning

NHS has process in place for ensuring that all stakeholder constituents are represented and able to communicate issues and give input to resolve school conflicts. This may be formal through a complaint filed with the school site (Union Chair or Administrator) and or district administrator or informally. In addition to faculty or parent complaints, there are support staff along with administration who provide additional support services to students and families experiencing issues.

Staff Actions/Accountability to Support Learning

Teachers work collaboratively as a school and department to provide instructional support to each other as colleagues and to students as well. As the faculty continue to make the shift to CCSS, increasing AVID strategies, linked learning pathways, and more AP courses to promote college and career ready students, such trainings and data review will continue to occur to monitor progress.

Evaluation of Existing Processes

The LLT meets monthly to review data and determine resulting actions. Administration meets frequently to collect information for future discussions of the LLT.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Support of Professional Development

Professional development is on-going and regular with two professional development late start days each month. The majority of professional development days are organized by department and focus on collaboration around curriculum and instruction. Several of the professional development days each year are devoted to meeting in "Common Core Teams" which focus on the introduction and implementation of new instructional strategies into lessons. Additionally, apart from the professional development days, the Principal authorizes Advanced Placement trainings and core teachers to collaborate on the use of Direct Interactive Instruction (DII).

Supervision and Evaluation

Formal evaluations are structured including pre- and post- lesson conferences between the teacher and administrator, including sharing written feedback with the teacher. Formal evaluation is done once every three years. Informal observation or walk throughs vary from every two weeks to once a month.

Measurable Effect of Professional Development

Departments are in the process of identifying indicators that would show the measurable benefits of professional development. The district provides curriculum coaches who assist with curriculum pacing and providing Common Core related professional development to the core departments.

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Allocation Decisions

Both the Administration and the School Site Council use the Single Plan for Student Achievement to guide them in their allocation of funds to the departments. Once funds are allocated to departments, teachers have a strong degree of control or input as to how those funds can be utilized. Procedurally the department chair will bring the proposed or requested spending to the department assigned administrator for final approval, to ensure that the purchase is in line with the SPSA and the school's vision and mission.

Practices

The school is obligated to abide by multiple layers of procedure and safeguards as established by the governing school district. Safeguards include a purchasing department, specific codes used to access certain monies, paperwork that must be billed out entirely to release funds and strong procedural safeguards around such funds as those related to ASB activities.

Facilities

The general maintenance of the facility is accomplished by the school's governing district. In 2013, the Multi-Purpose Room was renovated and all classrooms have been equipped with Wi-Fi. One issue that has been a struggle for NHS has been the lack of a consistent janitorial night crew. Staff report that when custodial staff are absent, it is difficult to clean properly.

Instructional Materials and Equipment

The district provides the instructional materials and technology the school needs. NHS staff have instituted procedures to maintain and protect instructional materials and technology equipment for the long-term use. All teachers have been equipped with a MacBook Pro Laptop as well as a basic technology package that included a projector, document camera and printer. The English Department will be adopting new textbooks during the 2015-2016 school year.

Well-Qualified Staff

Since the last WASC visit, NHS has added key staff to support student success including an intervention counselor and a college/career counselor. The English Learner Coordinator position is assisting departments to be properly equipped to support students. Also added were an AVID Coordinator and a Linked Learning Coordinator. NHS staff are concerned that it is not able to hire AVID tutors in a timely fashion to give the students the support they need to be successful. That being said, the AVID program is hoped to be a significant part of the school culture moving forward. In fact thirty of the school's faculty will be trained formally this coming summer.

Long-Range Planning

In conjunction with the intervention coordinator, the school, following the leadership of the district uses data to drive conversations around the question, “How do we meet the needs of critical learners?” Program improvement and areas for intervention, have been targeted as a direct result of this ongoing data analysis, performed by the school and supported by the district.

Areas of strength for Organization

- The school’s vision has been embraced and supported by all stakeholders, including leadership and staff, students, parents, and community members.
- The Lancer Leadership Team is broad-based, collaborative, and inclusive of all groups and programs on campus.

Key issues for Organization

- Leadership and staff need to continue the process that would show the measurable benefits of professional development
- Leadership and staff should continue to expand AVID program and investigate ways to provide more tutors in a timely manner

Important evidence

- Self-study Report
- Classroom and campus observations
- Interviews with focus groups and individuals
- SPSA
- ROP and CTE Pathway programs

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

The school has begun implementing the Common Core State Standards in their core curriculum. The District has provided trainings and instructional coaches for math and language arts departments. These departments have begun implementing new Common Core coursework. This CCSS training will be extended to the social studies and science departments this year.

The AP program has expanded in enrollment and class offerings; the classes are open to all students. Most of the academic classes now align with the a-g requirements. Several elective courses have re-designed their curriculums to meet the Fine Arts requirement. Language Arts in Grade 12 is now Expository Reading and Writing designed by the CSUs.

This is the first year that AVID students will graduate from NHS. The program is growing and more staff are being trained each summer. The school hopes to have all staff eventually trained and using AVID strategies, whether or not they are part of the program itself.

The District Linked Learning Initiative provides three PLTW pathways related to tech fields and the school has instituted a performing arts pathway (LA FAME). These programs are presently at the freshman level.

Academic and College- and Career Readiness Standards for Each Area

The school is navigating the shift from the CA State Standards to CCSS. The new standards are becoming more familiar to the staff and are beginning to guide classroom instruction. Most of the academic courses are aligned with the a-g requirements. 43 percent of students graduate with all requirements met, and the schools goal is for all students to graduate having completed all of the requirements. All electives are in the process of being a-g certified.

Congruence

The self-study stated that there is congruence between standards and student outcomes. This was validated by classroom observation and discussions with school groups. The school's pathway programs show strong congruence between the school vision, college/career readiness standards, schoolwide learner outcomes, and what is actually being taught in classes. The visiting committee observed student engagement in the core curriculum lessons. Many rooms had agendas with the standards and objective posted.

Student Work — Engagement in Learning

Focus group discussions indicated that some student work is examined in departments. The self-study report and interviews with staff indicate that there is a need for common assessments and grading criteria. The changeover to Common Core has complicated this process. Classroom observations and group discussions validated that the school is beginning to connect standards-based learning and schoolwide learner outcomes in their classrooms.

Accessibility of All Students to Curriculum

AP classes are open enrollment. The number of students taking these classes has greatly increased. Student AP test fees are paid for by the site; the number of tests taken has dramatically increased, yet the pass rate has not dropped significantly.

Departments are working toward alignment of grading practices. Many departments offer a tutoring program. Classroom observation documented many types of assessments being used in the classroom. Students were engaged using tablets in the classrooms.

Special Education students comprise 12.7 percent of the population; they are either mainstreamed or provided with tutorial periods. Students with disabilities in the Academic Support Class receive instruction in self-contained classes for core subjects, while some are in a blended program of RSP and ASC. There is collaboration between the special education department and general education teachers. This was validated in leadership and focus group meetings.

ELL students are provided sheltered instruction in core classes as needed. All ELL students are mainstreamed into electives.

The school has partnered with Kaplan K-12 Learning Services to provide a free district paid SAT Preparation class for all 10th, 11th and 12th graders. Students are charged a refundable fee when they register and attend all sessions. Last October the district paid for all seniors to take the SATs. This was part of School Test Day when 10th and 11th graders were able to take the PSAT and freshmen the Readistep Test.

Integration among Disciplines

The school's pathway programs and VAPA departments support interdisciplinary projects and instruction. Most academic curriculum work is done departmentally during professional development time. Teachers may work informally together across departments but no formal structure exists. There is more emphasis on collaboration between teachers teaching the same subject.

Curricular Development, Evaluation, and Revisions

The district decides what curriculum is offered with representation from a Secondary Action Team from the district high schools. The teaching staff is then provided time to review and evaluate it. Teachers expressed a desire for more direct input into textbook selection and curriculum development. Graduation credits are set by the district. The school expressed a desire for more uniform school and/or department policy related to grading and homework.

Policies — Rigorous, Relevant, Coherent Curriculum

The school is transitioning into Common Core standards, and policies are not yet fully in place. The question of definition of "rigor" in the new curriculum is not yet clear to all staff. This assessment is just beginning and will take more time and professional development to obtain.

Articulation and Follow-up Studies

Every year the counselors visit the feeder middle schools to help students and parents to get ready for transition to the high school. This includes an orientation with parents and placement tests. Students are also mentored by upper class students through Link Crew. Intervention classes are provided for students needing help with reading and math. Summer school is available for incoming 9th graders for remediation instruction.

The school has a K-16 Bridge program with Cerritos College; college readiness exams are taken at NHS. Data on graduates is obtained from the National Clearinghouse. The school has a dedicated school/career counselor to assist students. The Special Education Department uses the Workability program to help students with disabilities be ready to enter the community work force.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Variety of Programs — Full Range of Choices

Students have the opportunity to enroll in any AP or honors course and are not limited by pre-requisites. This last year the site picked up the cost of the AP test fees. There is a growing AVID program that is graduating its first class, all of whom will be attending college. There are PLTW

Pathways in Engineering, Medicine, Computer Science and a school-generated Performing Arts pathway LAFAME. Counselors meet bi-annually with students to review coursework and graduation requirements. This is a full time career/college counselor. The counseling Office has an open door policy that allows students to obtain follow up assistance.

Student-Parent-Staff Collaboration

Collaboration among students, parents, and staff occurs in a variety of ways. Meetings with counselors, both with groups or individually, occur often. Students are aware of their four-year plans because of both AVID classes and their counselor support. In addition, in order to involve more parents, the school offers an online parent/student portal, PowerSchool, that allows them to see attendance and grades in real time. This program connects to the Schoology program, new this year, which allows teachers to interface with students. The school uses Blackboard Connect to telephone parents. This service is available in as many languages needed. CLASS (Community of Lancers Achieving Student Success) is a monthly parent meeting that informs parents about goals, data and schoolwide information. The parent group praised the school for its increased dedication to providing their students with post graduate information and guidance.

Monitoring/Changing Student Plans

Counselors regularly monitor students' grades and attendance. If a student is struggling, they then communicate with the newly assigned intervention counselor or set up tutoring assistance or other support. The Schoology program provides instant communication with the student's teachers. Parents can access student work and attendance through the parent portal. There are many opportunities for constant and continual communication among counselors, parents, and students.

Post High School Transitions

Students meet bi-annually with counselors to plan their programs. Each student has a school credit sheet and a list of classes completed toward a-g requirements. Students and/or parents are free to speak with their counselors at any time. An intervention counselor is available for at-risk students in 9th and 10th grade. The AVID program provides a continuum of school support. There is a separate college/career counselor on staff. Students are given help in preparing their FAFSA applications, college applications, etc. A SAT test day was provided to all seniors; fees were paid by the district.

The PLTW program is supported by local companies that provide shadowing and field trips. Alumni return to encourage and mentor present students.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

Real World Applications — Curriculum

The implementation of the Common Core Standards will increase the application of real world connections in the core classes. The school has four pathways in place that are aligned to careers after high school. Students can enroll in ROP, VAPA, or Lead the Way. Courses in the newly established technical pathways are aligned with a-g requirements. Courses exist that give students opportunities to participate in and support the school community. For example, the Culinary Arts program caters events within the district and the Web Design class maintains the school website.

Meeting Graduation Requirements

Several support programs exist to provide intervention for students. Students not meeting the CAHSEE requirements are offered opportunities to enroll in boot camp or Kaplan prep classes. There is an intervention counselor for 9th and 10th graders who are at risk of falling behind. Students can obtain needed graduation credits recovery using the on online program, Edgenuity, or by attending district Adult School classes.

Areas of strength for Standards-Based Student Learning: Curriculum:

- Teachers have been provided time to work on implement CCSS in the curriculum.
- Two counseling positions have been added: Intervention for at risk students and another for College/Career Planning.
- ROP courses and the development and implementation of Linked Learning Pathways in Engineering, Medicine, Computer Science and Performing arts (LAFAME) have furthered the mission of a college/career culture.
- The counseling department conducts on-going articulation with middle schools and colleges throughout the school year.

Key issues for Standards-Based Student Learning: Curriculum:

- Additional time and training is needed to plan and collaborate for the implementation of CCSS.
- More consistent schoolwide use of formative data in all departments is needed to guide the instructional program.
- Leadership and staff should continue to provide time for teachers to implement and use academic benchmark tests. Benchmarks will allow common data for teachers to plan lessons and modify instruction to meet the needs of all students.
- Leadership and staff need to continue their efforts to implement AVID strategies schoolwide.
- Leadership and staff should continue to provide technology training for all teachers to make better use of existing technology.

Important evidence

- School self-study
- Campus and classroom observations
- Discussions with committees and individual stakeholders
- Agendas, sign in sheets, minutes of meetings
- Pathway concepts and plans and academic curriculum guides
- Counseling document discussions and observation of material
- Data referenced in self-study

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**C1. Instruction Criterion**

To what extent are all students are involved in challenging learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Results of Student Observations and Examining Work

The focus for curriculum is on the instructional shifts according to the Common Core with an emphasis on close reading of informational texts. AVID strategies are being used by faculty who

have been trained in Socratic seminars, focused note taking and philosophical chairs. College and career readiness programs are being implemented and are beginning to be integrated with CCSS to reflect cross-curricular collaboration. Ninth grade math teachers have begun teaching integrated Math 1, which aligns with CCSS and are looking forward to SBAC testing expectations in comparison to past interactions with STAR testing in order to guide their instruction. Science and Social Science teachers have been trained in close reading strategies to be applied in their content areas and have shifted to a more task driven instruction focused on production. The World Languages department has shifted their concentration to project-based lessons with an emphasis on relevant issues. The Special Education department regularly collaborates with general education teachers occasionally incorporating co-teaching opportunities. Special Education students are clustered within periods to allow for additional support from Special Education teachers.

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 (occasionally) 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. No information was provided by the school, either within the self-study or in interviews regarding groups of teachers examining student work or observing students working.

Student Understanding of Learning Expectations

Classroom teachers post daily objectives and standards for each lesson as well as review theme through the lesson and these objectives form the basis for both formative and summative assessments. Teacher prepared syllabi are presented for courses which outline requirements and rubrics to be used. "PowerSchool" has been put into place to allow parents and students to access their assignments, assessments, and grades via the internet, keeping students, parents, and teachers aware of how students are performing in all of their classes. Students understand the a-g requirements and understand where they can acquire more information about whether or not they're meeting those requirements for college readiness.

Differentiation of Instruction

A variety of methods is used to differentiate instruction throughout the school, including ESL courses (two periods per day) for students with limited English skills supported by a staff which all have either SDAIE or CLAD certification. LTELs are further supported through an Academic Language Development series. Collaboration between the Special Ed. department and other department is designed to lessen the gap between courses and lead to both modification and accommodations within courses sharing mixed student population. Reading intervention programs, Read 180 and System 44, are used to improve students' reading skills.

Each classroom has been equipped with a "basic technology package" which includes an LCD projector, document camera, and a printer. Most math rooms also have a Smart Board. Rooms that did not receive Smart Boards are planning the installation of LED TVs with connectivity to Apple TV. Teachers are in the beginning stages of using classroom strategies demanded by CCSS which require students to work together to solve problems and think critically.

Student Perceptions

Many opportunities exist for student leadership including ASB and Link Crew. Students are able to form clubs and work in community service projects and are invited to serve on school committees and boards. Invitations to students are both schoolwide via the announcement systems (written and over school P.A. system), on the website, and by teacher suggestion. Other forms of dialogue are used by some teachers such as student surveys surrounding teacher performance and self-assessment of students' engagement. These surveys simultaneously help students to understand their learning styles while guiding teachers' instruction based on students' self-identified needs. Alumni are invited back to speak with current students about life in college and/or career paths.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Current Knowledge

Teachers remain current within their instructional content, including the use of technology appropriate to curricular areas such as TI-84 calculators in higher level math content areas. Surveys about technology are given at year's end and the school offers "Tech Tuesday" in order to help teachers who may have questions concerning the provided technology. Math and Science faculty are integrating Common Core with freshman classes and there is a Common Core Leadership Team designed to train the remainder of the staff in CCSS. Teachers collaborate to provide consistency for the students within departments, within pathways, as well as through cross-curricular groupings. Online courses through the Khan Academy are used to scaffold misunderstood information for students who may not have understood the initial lecture/lesson. Teachers serve as on-site coaches for their colleagues, instructing each other in use of software and technology, as well as an on-site IT employee for difficulties with hardware and firmware.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

At this time, most core class teachers use traditional methods of instruction, with students listening and responding. Little group or partner work was observed. Most classrooms were set up in rows of desks rather than configurations that lend themselves to students working together with teachers facilitating cooperative learning or projects.

Examination of Student Work

There is a wide range of student work presented at NHS, including ARTRAGEOUS, VAPA performances, catering experiences, and art gallery walks as well as Cornell Notes, writing portfolios exist with some teachers which can travel with the students between grade levels or be taken home. Turnitin.com allows teachers to check for plagiarism. Previously used Senior Projects are being realigned to fit in with the newly formed Pathways as a capstone project.

AVID, VAPA, ROP, Pathways, Academies, and Linked Learning provide opportunities for students to connect their classroom learning to areas within their desired fields of study. AVID training extends beyond the AVID classroom allowing teachers in other areas to implement similar techniques with non-AVID students, such as Socratic circles, philosophical houses, Pair Share, and

Inner/Outer Circle discussions. Use of AVID strategies by non-AVID teachers is promoted through an AVID Strategy of the Month for professional development.

Students use PowerPoint, Prezi, MSWord, Google Docs, PowerSchool, Schoology, search engines and websites to research and disseminate that research. Students access these apps and software through two computer labs on campus which are able to be checked out by faculty, the library which is available both before and after school for student use, and carts of laptops and iPads which can be checked out by teachers for their classes. Schoology is an online system adopted by NHS this school year which allows teachers and students to transfer assignments to each other via the internet (allowing for Google Docs to be used without printing) and connects directly to the PowerSchool gradebooks for access by parents.

Materials beyond the textbook are accessible through the computer technology as well as a library staffed by a full-time library technician. A Mac Lab and another computer lab also serve students and teachers. Students make connections with the community by interviewing off-campus experts through Language Arts and ROP courses. On-line instructional programs are used for both remediation and further information beyond the textbook. NHS also provides student internships through their Linked Learning program. Students are guided to locate primary source materials, both written and via interview, within their core and elective courses. Cerritos College peer tutors students after school.

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

Opportunities to explore community connections exist at NHS through Linked Learning programs, pathways leading toward specific careers (VAPA, biomedical, engineering, computer science) which connect to community based projects, Workability program for student with disabilities, and ROP courses which include competitions such as SkillsUSA. NHS stresses that college and career readiness are important with events such as SAT Test Day and Alumni Day. Counselors provide support with college and career goals.

Areas of strength for Standards-Based Student Learning: Instruction

- Students with Disabilities are mainstreamed into regular education classrooms as much as possible.
- The school emphasizes College & Career readiness schoolwide.
 - ✓ SAT Test Day
 - ✓ Alumni Day
 - ✓ AVID Strategies
 - ✓ Pathway Programs
 - ✓ Tutors from Cerritos College
- Tech Tuesdays give teachers needed technology skills.
- PowerSchool and Schoology assist teachers, students, and parents in communication regarding student achievement, attendance, and behavior.
- All students are invited to be on committees.
- All teachers have basic technology “packages” for their classrooms.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Leadership and staff should continue instructional and CCSS professional development for teachers
- Leadership and staff should continue training and encouragement for all teachers to use Schoology.
- Leadership and staff should continue to look for ways to allow all teachers to benefit from the technology “package” that most have already received.
- Include a-g requirement information within available technology so it is easily accessible for students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Classroom Observations
- Interviews with Focus Groups and Individuals
- PowerSchool/Schoology
- SAT Test Day
- Alumni Day
- AVID Strategies
- Pathway Programs
- Tutors from Cerritos College
- SWD inclusion program

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

Professionally Acceptable Assessment Process

The collection of data includes grades (daily through PowerSchool and report cards), CAHSEE, CELDT, SAT, PSAT, Readistep, and EAP. Data is collected by the administration, disaggregated to the LLT (Lancer Leadership Team), and then to departments. The administration and LLT determine the disaggregated data to be discussed and analyzed at bi-monthly department meetings. School staff, students, parents and other stakeholders are informed of student performance data in numerous ways. Parents, staff, and students can use PowerSchool to analyze data such as grades, attendance, missing assignments, and test scores. Teachers use PowerSchool, Data dashboard, EADMS (EL levels, CELDT scores, CST, CAHSEE, Fitness scores, etc.), and some teachers utilize Schoology to analyze student performance. Student performance data is reported to all stakeholders via newsletters, emails, principal meetings, tweets, and information on the school website.

Basis for Determination of Performance Levels

The staff at NHS employ multiple ways to measure students’ grades, and their growth and performance levels of progress in achievement. NHS staff are at the beginning stages of developing common assessments in core classes to further assist in the development of a curriculum aligned with

Common Core Standards and Career and technical Pathways to link learning to real world experiences.

Assessment data is tracked through EADMS, and NHS has created a data dashboard so that each teacher can access students' standardized test results, from CAHSEE, CST, and CELDT. Data Dashboard also provides assessment results from PSAT, EAP, and Readistep. NHS utilizes several academic intervention programs such as I-Ready, Kahn Academy, System 44 and Read 180 to assist struggling students in accessing the academic standards at grade level. In addition some staff members use Schoology to track classroom assignments, grades, and attendance. Data from the various areas are used to inform instruction, as well as to schedule students into intervention classes. Professional development time is sometimes used to discuss student grades and progress.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Appropriate Assessment Strategies

NHS Teachers use different types of formative and summative strategies to measure student progress; however, the formative and summative strategies to measure student progress are departmental and/or teacher dependent but not utilized schoolwide. Some strategies include presentations and Turnitin.com, which allows for self-assessment and self-correcting. NHS also uses UCI pathways, Plickers.com, and responders. Although it was reported that portfolios are utilized as a strategy to measure student progress toward a specific body of knowledge, they are not utilized schoolwide. NHS staff use the data from the summative and formative strategies to modify learning and teaching practices to improve student learning by re-teaching concepts and referring students to tutoring and counselors. Results are also helpful in teacher collaboration, and in providing further support and intervention for students. The use of common summative and/or formative assessments is not occurring schoolwide. It was reported, however, that some teachers in departments created common midterm and finals, and are in the developing stages of reviewing such data to analyze and calibrate.

NHS staff collaborate with other teachers in specialized programs to provide additional support (AVID, special education classes, AP, and students identified as at-risk). There was limited evidence from interviews that instructional accommodations are regularly implemented in the general education setting to improve student learning.

While many teachers have been trained in AVID strategies, the visiting committee saw little evidence of this in academic classrooms. However, the school's goal is to have all teachers trained in and using AVID strategies, with a large number planning to attend training this summer.

Demonstration of Student Achievement

Through classroom visits, the visiting committee saw a range of examples of student work samples and other assessments that demonstrate student achievement of the standards. Students in Special education are provided scaffolded lessons, accommodations, and in some programs, modifications to provide access to academic standards at grade-level. Special Education teachers reported that the

special education students are working towards the same schoolwide goals as general education students.

Teachers reported that AVID strategies, such as philosophical chairs, Cornell note taking and Socratic seminars, as well as Close Readings are being used. The AVID strategies are being used in numerous classes including Special Education; however, the strategies are not being used consistently. In addition, the school is using various on-line programs to support students.

Some Special education students participate in a Workability program which helps students with special needs become Career and College ready. This program also assists with filling out financial aid and college applications. Transition plans are developed for each student in the special education program. Industry and career standard assessments are embedded within the CTE curriculum through ROP and PLTW. NHS participated in a districtwide SAT Test Day, in which seniors took the SAT, sophomores and seniors took PSAT, and freshmen took ReadStep.

Faculty also review CELDT assessment, IEP assessments, grades from feeder middle schools, and stakeholder recommendation to provide academic placement of students in EL, special education, AVID, and AP programs.

Curriculum-Embedded Assessments

Standards-based curriculum embedded assessments are used to demonstrate students' knowledge. Re-evaluation and revision of curriculum is done at the school site level as well as at the district level. The AVID team and the Common Core Site team implement the CCSS and align assessments at the site level. The district provides frequent trainings for teachers in the core departments that include professional development geared to assessment strategies. In addition teachers utilize various intervention based curriculum such as I-Ready, Kahn Academy, System 44 and Read 180 to assist struggling students in accessing the academic standards at grade level. These programs have assessments within their programs. In addition, faculty rely on the CELDT and EL Master Plan to assess EL students' oral language and literacy skills. Teachers also rely on California State Standards in addition to Common Core Standards and Smarter Balance Release Questions to develop aligned curricula based assessments.

Student Feedback

Current students are able to give their feedback by being able to speak with administrators, counselors, and teachers because of their open-door policies. Alumni are contacted via social media and provide information to the school with regards to their reflections, and Administration uses that data to adjust school site programs. Student leadership groups such as ASB, Link Crew, AVID, and clubs also provide feedback throughout the year.

Modification of the Teaching/Learning Process

Data is collected, analyzed, and used from feeder middle schools in order to help create programs and placement for at-risk students, those with high D and F ratios in intervention programs such as in school tutoring/tutorials, and after school tutoring. Some of the departments have created tutoring contracts. Many teachers have implemented a late homework policy to help students show progress and understanding concepts. Through the analysis of grades, data from PowerSchool, EDAMS, Data dashboard, teachers are able to identify students for the intervention programs, as well as students

who need a little extra motivation to meet a-g college requirements so that they will qualify for college programs.

Monitoring of Student Growth

Monitoring progress of NHS students comes from a variety of different sources; quarterly progress reports, report cards, PowerSchool, data dashboard, schoology, and EADMS are effective tools for teachers and staff to gather data about student performance and make decisions. Quarterly progress reports and semester grades are sent home to parents and students. Teachers and administrators are able to send messages home to parents in their native language using the BlackBoard Connect system. Special education teachers and general education teachers collaborate to support students with disabilities in meeting academic standards.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Assessment and Monitoring Process

Stakeholders at various levels are involved in the assessment and monitoring process of student progress. Intervention programs are created through a Secondary Action Team that meets bi-monthly. School Site Council meets monthly to discuss and approve the distribution of funds for action steps matched to student needs. Department chairs and LLT members meet monthly to review data and facilitate discussions within the core departments. NHS has an intervention counselor who uses data to identify the academically at-risk students and the type and level of support needed in order to assist them in becoming more successful. NHS has several on-campus student organizations such as Link Crew and ASB, and Project Lead the WAY who help students to become more involved in their high school experience.

Parents are welcomed on campus and encouraged to become a part of the school culture. Parents are invited to evening meetings to support their 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, the NHS PTSA holds large events, and the marquee is updated twice a month to display upcoming events. CLASS parent meetings, ELAC meetings and SSC meetings often include presentation of data about student performance. NHS has community partnerships that are part of the new CTE pathways. The Principal utilizes social media to communicate with stakeholders information regarding school events and accomplishments.

Reporting Student Progress

In addition to Schoology/PowerSchool, the administration shares data via LLT, department, social media, Blackboard Connect, daily bulletins, board communication, and parent reports to SSC, ELAC, PTSA, and CLASS. Information is also shared at school and district meetings. Parents reported that both teachers and administration welcome their input and questions.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources?

Modifications Based on Assessment Results

Norwalk High School reviews data results to make changes in the school program, professional development workshops, and the allocation of resources. NHS students were given a college and career ready assessment. Freshmen were assessed using the ReadStep, sophomores and juniors took the PSATs and all seniors took the SATs.

NHS teachers review data annually, and conduct a comparative analysis of the data. Intervention and support programs like Read 180, System 44, I-Ready, Reading Plus, and Kahn Academy, were developed based on review of the data. This data is used to support courses for EL students such as ELD, and different strategies are used in the classroom, through different trainings such as DII and Common Core coaches.

In an effort to increase the number of students who are college-ready, they are able to take SAT, PSAT, and AP tests without charge. Kaplan SAT preparation classes are in place at no cost to increase college interests and admissions. .

Areas of strength for Standards-Based Student Learning: Assessment and Accountability

- Departments are working towards developing and using common assessments
- Professional development time is provided to review data
- NHS utilizes technology to inform stakeholders via Schoology, PowerSchool, and Data dashboard.

Key issues for Standards-Based Student Learning: Assessment and Accountability

- Leadership and staff should continue their work developing and using common assessments aligned with Common Core Standards. The results should have a regular influence on modification of instruction
- The leadership and staff should continue trainings which focus on strategies to address EL and SWDs in general education classes.

Important evidence

- Self-study Report
- Interviews with groups and individuals
- Observations in classrooms
- Schoology/PowerSchool, Data Dashboard, Blackboard Connect, EADMS
- State assessment data
- PSAT/SAT scores
- College Board data
- SARC
- SPSA
- AVID

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Regular Parent Involvement

The school has an active PTSA and English language Advisory Council (ELAC). CLASS (Community of Lancers Achieving Student Success) monthly meetings bring parents in to learn more about the school program. The principal reviews topics including parenting, how to check grades, resources available, and how to build relationships with staff on campus. Counselors help with CLASS meetings and hold parent workshops, offer college workshops to help with application process and financial aid.

Part of the responsibility of the ROP advisory board is to ensure that students are receiving proper career training and to include their programs in the a-g requirements. Workability provides students with special needs work experience, job opportunities and community connections. Internship programs through Linked Learning programs and the school website provide up-to-date information on campus activities, school events and learning resources.

Use of Community Resources:

Norwalk has many partnerships with businesses through Project Lead the Way and companies such as ORACLE, CISCO Network Academy and COMPTIA and the City of Norwalk.

The Collision Repair Ed Foundation provides support for curriculum, scholarships, grants and internships. Organizations such as Microsoft offer certifications and assist with PLTW Computer Science course curriculum, and the Medical Academy receives assistance through local hospitals.

Partners such as Kaplan provide students additional instruction for the SAT and CAHSEE exams. Cerritos College offers school-based placement exams and boot camps for placement exams, with the newly formed “K-16 Bridge” program.

The program, Every 15 Minutes, in conjunction with the local fire department, LA County Sheriffs, California Highway Patrol, and local EMTs, discourages students under the influence.

Parent/Community and Student Achievement

Resources, supporters and events, such as PTSA, ELAC, CLASS, Back to School Night, and the school website help parents understand student achievement. Mailers, parent meetings, school vision, and ELSRs are in school handbooks and agenda books. Posters hang in classrooms to remind students of the focus and expectations of academic achievement.

Parents may access PowerSchool to access grades, attendance, discipline and assignments. Attendance and discipline programs also involve parents through SARB and SART.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Safe, Clean, and Orderly Environment

Posted daily in each classroom are expectations for academic and behavior. Intervention plans, including tutoring and homework clubs, provide support for student improvement. Internet safety contracts are also signed by students and the school has a firewall system that filters inappropriate content.

The school has trained security staff who can monitor students using PLASCO which tracks students by scanning their IDs and recording their attendance, which in turn is uploaded to PowerSchool for parents and staff. Discipline actions can be tracked, and delinquent students are prohibited from participating in extracurricular school events. The school also has a full custodial staff who keep the campus clean.

High Expectations/Concern for Students

The school offers Advanced Placement courses and Career Pathways to fit the students' needs and interests. Norwalk has a Positive Behavior and Support team who coordinate ways to promote a positive culture on campus. Student representatives attend PBIS meetings and provide input on school culture and progress. Student ASB and Link Crew students meet with administration and counselors to address concerns on campus. Student of the Month award-winners are recipients of monthly pizza parties honoring student achievement. Student Athletes of the Month are also recognized by coaches' nominations through the Athletics Director. MeChA is a cultural program that offers students a way to instill pride in their culture and expand their awareness.

Special education students are partnered with general education students to help provide socialization and community involvement. Counselors meet with students twice a year and set individual pathways that match with students' interests. Counselors have also started an after school tutoring program which is peer assisted by students from Cerritos College.

Atmosphere of Trust, Respect and Professionalism

Teachers collaborate with departments, administration, and counselors, sharing ideas and lesson plans to ensure students can benefit from the best practices of instruction. Teachers, counselors, and administrators have open-door policies. Assessment results are viewed with the attitude of "No shame, no blame, no excuses." Norwalk High School believes that any performance indicator can be improved with a well thought out plan, alignment of resources, and monitoring.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

Adequate Personalized Support

Courses to help link students to careers and internships in the community. Parents can attend CLASS workshops in the evenings to help their students navigate the application process and

find out requirements for college and career planning. Newsletters and websites give information about upcoming events and opportunities to help students navigate career and college readiness.

NHS partners with colleges for visitations and entrance prep testing through Kaplan for the SAT, ACT and the CAHSEE. The Outreach Program provides students with information for UC and CSU schools. UC schools give volunteer feedback on students' applications. PET team representatives work closely with the Norwalk Sheriff's Department. A part time deputy on campus and a probation officer work with students. The Back on Track program provides intervention strategies to support those students who are struggling in the 9th and 10th grade. Students in the Early Opportunity Program through Cerritos College and Foster Care systems are supported through the counseling programs and provided with the resources that they will need in order to graduate. At risk students receive books, tutoring, and money under the program.

The Crisis Team also offers WRAP services for students in the foster care system or who are experiencing emotional disturbances. There is also a Special Education program to help students create a transitional plan for postsecondary success. The Workability program offers transitional services for student with special needs.

Norwalk TUPE is a diversion program for students dealing with substance abuse. Part of this program offers a Seminar for Success which supports freshman dealing with the high school transition. Counselors make yearly visits to classrooms sharing information on college and career information as well as updating a display case and email reminders. Another support service is Friday Night Live, a volunteer high school transition mentoring program for students in 8th grade.

Direct Connections

Counselors help students choose their courses and mentor them as they work to complete their high school education. Norwalk's ROP programs work with SkillsUSA to enhance the career training process. Resumes, portfolios, and practice with interview skills are practiced in multiple classrooms. PLTW offer programs which focus on careers and colleges. During SAT School Day, all grade levels take an exam as part of the district initiative for students to become more prepared for college. Norwalk's partnership with Cerritos College allows students to focus their attention in academic courses in order to place into entry level college courses.

Some teachers have students practice AVID strategies. Target/objectives are posted on whiteboards. The EL Coordinator makes connections with the EL population, helping students acclimate to the high school culture, maintain their grades, and educate their families as to what students need at home.

Strategies Used for Student Growth/Development

Departments meet twice a month to discuss curriculum and department heads meet monthly to discuss students' academic success. Special education is a blended program which logs information and maintains files to monitor each individual student to help them work through their academic and personal issues.

CAPPS, an interdisciplinary process, works with students who are identified as having social/emotional and/or academic learning difficulties. The Response to Intervention process is used with general education and special education students on academic levels.

Some staff members lead Common Core training, and staff coordinators for Pathway Leadership, Linked Learning, EL, and AVID. In addition, staff members serve as club advisors.

Support Services and Learning

The staff is trained in SDAIE strategies and technology. Annual IEPs for students are conducted and general education teachers are informed and encouraged to attend meetings for future IEP goals of students. Teachers are provided with a binder to keep goals and accommodations on special education students. The EL Coordinator created a Data Dashboard to help get “vital statistics” on students. This enables teachers to have information in one place and teachers are able to recommend students for the intervention program. The referral system added a counselor component where the student has an opportunity to confer with their counselor before disciplinary action will occur.

Equal Access to Curriculum and Support

Students have the choice of selecting courses regardless of academic standing, and all students are able to enroll in honors and AP courses. Norwalk has sections of academic classes during zero period to allow students involved in multiple campus activities the opportunity to complete their course requirements. Eighth grade students who show signs of poor grades and need some additional support are enrolled in the JumpStart program the summer before their freshman year. Students are able to earn college level coursework through AP courses and Cerritos College classes.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

Co-Curricular Activities

At no cost to the student Kaplan provides CAHSEE, SAT, and SAT prep courses. Norwalk High School partners with local colleges to help students learn what the college applications require. Cerritos College offers students courses that can be completed for college credit. Classes offered both before and after school and are a recovery credit program for replacing low course grades. With a wide variety of electives, students may explore different fields of study. The program SkillsUSA challenges students in competitions in the career/technology fields. ERWC courses offer seniors opportunities to learn about colleges and applications.

Counselors offer workshops on financial aid, NCAA requirements and college applications. Athletics monitors athletes’ grades and those dropping below a 2.0. One male and one female receiving high GPAs are recognized at Student of the Month assemblies. The Student of the Month Program also honors students who show academic growth within all departments.

Student Involvement in Curricular/Co-Curricular Activities

Norwalk has more than four dozen clubs and several athletic teams available each season during the school year. Activities during lunch such as ASB pep rallies, club meetings, and tutoring

sessions keep students on campus and serve a diverse population. Currently this school has two ASB classes and a Link Crew class. The PBIS program awards students monthly from each department. Intervention programs like Positive Outlook Support and Lancer points in which students with good behavior are able to receive points to receive Lancer Gear. Records are kept of attendance at all schoolwide events.

Norwalk students recently raised close to \$20,000 with seniors selling granola bars which they donated to eleven different charities in their community.

Student Perceptions

ASB and Link Crew students give feedback for program developments as well as being part of a panel that makes recommendations after interviewing future staff members. Students have a role with WASC meetings and share their experiences on campus. Students are represented on the School Site Council, School Board, PTSA, and classroom representatives. Seniors are surveyed at the end of the school year to reflect their high school experience and tracked after graduation for data.

Areas of strength for School Culture and Support for Student Personal and Academic Growth

- Many opportunities are offered for parents to become involved on campus.
- The focus on college and career readiness has helped to better prepare students for life after graduation
- Intervention programs have been implemented and are successfully identifying and supporting at risk students.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- As Norwalk continues to develop their Linked Learning pathways, they will need to establish advisory/internships with local businesses to increase opportunities for their students.
- Additional emotional support programs are needed in order to better educate the staff on how to help students with emotional needs.
- Students, leadership and staff should support culturally relevant student activities to validate students' home cultures.

Important evidence:

- Self-Study Report
- Classroom and Campus Observations
- Interviews with Focus Groups and Individuals
- State Assessment Data
- PSAT/ SAT Scores
- College Board Data
- SARC
- SPSA

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. All stakeholders share and support a unified vision for Norwalk High School students.
2. Student support programs are plentiful and aimed at high achievement and college/career readiness.
3. The staff is caring, dedicated, and cohesive.
4. The leadership is broad-based and collaborative.
5. Parent involvement is strong and diverse because of the welcoming atmosphere of the school and the many opportunities for parents to be involved.
6. Technology programs support student learning and timely communication regarding student achievement, behavior, and attendance.
7. The college/career readiness is supported through academic courses and emphasized in career pathways, ROP, and AVID,
8. The counseling department strongly support the needs of all students as they explore their college and career choices.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Students will attain minimum proficiency or better in core subjects.
2. All limited English-proficient students will become proficient in English and at least minimum proficiency in reading/language arts and math.
3. Students will attend school regularly in a safe, drug-free environment conducive to learning.
4. All students will graduate from high school ready for college and careers.

In addition, the Visiting Committee has identified areas that need to be strengthened in the above goals:

1. Leadership and staff should investigate the means to increase training for teachers in the use of effective instructional strategies.
2. Continuation of training in the Common Core State Standards and development and use of common assessments to modify instruction will speed academic achievement for students. This should be done with all due haste.
3. Leadership and staff should continue technology training for all teachers to make optimal use of the technology available.

Chapter V: Ongoing School Improvement (1–2 pages)

Brief summary of the schoolwide action plan

The action plan (SPSA) includes four appropriate goals:

1. All students will reach high standards, at a minimum, attaining proficiency or better in English, math, history, and science.
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.
3. All students will attend school regularly in a learning environment that is safe, drug-free, and conducive to learning.
4. All students will graduate from high school ready for both college and careers.

Comment on the following school improvement issues:

- ✓ **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, schoolwide and systemwide?

The schoolwide action plan addresses all of the previous critical areas for follow-up and all of the current needs of the students, as indicated by the data. The comprehensive plan integrates all major school initiatives and is in alignment with the LEA plan and the LCAP. Resources and stakeholder commitment are sufficient. In fact, the school has not only the support of the leadership and staff, but also students, parents and community.

- ✓ **Existing factors that will support school improvement**

The focus of the leadership and staff on the goals, the programs already in place, and the student, parent, and community support behind it will be contributing factors to support school improvement.

- ✓ **Impediments to improvement that the school will need to overcome**

The unknown factor of a new superintendent starting next year, could be a concern. The relatively new principal is very dynamic and has led the school into a new culture of high expectations. His influence appears to be creating many leaders both within the school and the community who would likely keep the momentum going if he were no longer able to serve as principal.

- ✓ **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The follow-up process will involve the broad-based, committed, knowledgeable leadership team presently in place. Data analysis is on-going, everyone knows their part in making the plan achievable, and the collaboration will complete the action steps and adjust them as needed as the years go on.