

Norwalk High School

11356 Leffingwell Rd. • Norwalk, CA 90650 • (562) 868-0431 • Grades 9-12

Dr. Ryan Smith, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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Jesse Urquidi Board Vice President
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District Administration

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Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Norwalk High School! We are extremely proud of the work that our faculty and staff are doing to ensure that all students graduate ready for both college and careers. We are committed to providing with students with an educational experience that provides a rigorous curriculum rooted in the Common Core State Standards, instruction that is engaging and interactive, and personalized guidance and support. Since the summer, our teachers have been working collaboratively to make sure that the upcoming school year will be one of the most successful ever.

One of our school's greatest strengths is our vast array of programs to meet the interests and needs of a diverse student body. We pride ourselves in offering a truly comprehensive high school program that encourages students to become involved in their school community. Our rich academic programs like AVID, small learning communities like the Medical Services Careers Academy, and CTE pathways like our Project Lead the Way based engineering, biomedical, and computer science curricula allow students to see the relevance of what they are learning, and apply their skills to 21st century problems. Our variety of clubs and athletics offerings also give students a well-rounded high school experience that will provide memories they will never forget.

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

I am confident that the upcoming school year will be the best in school history. The work that we are doing collaboratively with all stakeholders will ensure that Norwalk High School continues to rise for years to come.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 868-0431.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	506
Gr. 10	506
Gr. 11	521
Gr. 12	501
Total	2,034

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.1
Asian	2.0
Filipino	3.2
Hispanic or Latino	86.2
Native Hawaiian/Pacific Islander	0.5
White	4.6
Two or More Races	0.3
Socioeconomically Disadvantaged	85.6
English Learners	9.6
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Norwalk High School	12-13	13-14	14-15
Fully Credentialed	90	89	90
Without Full Credential	13	1	1
Teaching Outside Subject Area of Competence	20	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Norwalk High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	6	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.72	10.28
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 English-language Arts: Holt McDougal –Literature Language Arts, adopted 2003 and Common Core aligned Supplemental materials
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 Science: Holt McDougal – Earth Science, Pearson Prentice Hall – Biology, Pearson Prentice Hall – Chemistry, and Holt McDougal – Physics, all adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 Social Science: Holt McDougal – The Americas, Holt McDougal – Modern World History: Patterns of Interaction, Pearson Prentice Hall – Magruger’s American Government, and Holt McDougal – People, Places & Change Geography & Cultures, all adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	34	41	40	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	38	42	43	52	54	54	54	56	55
Math	13	14	17	46	47	48	49	50	50
HSS	34	33	37	41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	3
Similar Schools	2	1	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.3	22.5	13.3

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	40
Male	40
Female	39
Black or African American	18
American Indian or Alaska Native	
Asian	
Filipino	71
Hispanic or Latino	38
Native Hawaiian/Pacific Islander	
White	63
Two or More Races	
Socioeconomically Disadvantaged	37
English Learners	15
Students with Disabilities	32
Students Receiving Migrant Education Services	24

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	8	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	13	17
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	11	13	27
English Learners	9	6	-1
Students with Disabilities	-33	84	46

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

A variety of committees rely on parent participation. Parents are encouraged to join our School Site Council (SSC), English Learners Advisory Committee (ELAC), and Parent, Teachers, and Students Association (PTSA). The SSC is a decision-making body that requires participation from all stakeholders. The ELAC supports both English Learners and their families. The PTSA provides support for many student activities, organizes teacher appreciation events, and awards scholarships to graduating seniors. Monthly parent meetings - Community of Lancers Achieving Student Success (CLASS) - are engaging ways for parents to learn more about what is happening around our school, to ask questions, and to identify ways to become more involved in their student's education. We also encourage parents to read all newsletters, mailers, and other communications from the school. Parents can become involved in their children's schooling in a variety of ways: by attending a sporting event or a drama production or by joining a committee

Many sports teams have parent booster clubs that raise money and organize events for the athletes. We ask that all parents stay involved in their children's school life throughout high school by attending Back-to-School Night in the fall and Open House in the spring

Parental involvement and support is vital to the success of our students. It is important that parents ask their students about the classes they are taking, keep up-to-date with their child's progress and meet with the counseling department to ensure the students are on track and making plans for post-secondary education

Also, our website, www.norwalklancers.org can be used to contact teachers, counselors and administrators. Beginning February 2010, parents were given access to the Parent Portal and are able to access student grades and attendance through the Internet on PowerSchool, our student information system. Please visit our website regularly for updates and information on upcoming events.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Site administrators and school security officers ensure proper supervision of the campus and school events. We have a close partnership with Norwalk Public Safety and the local sheriff's department, which has helped to reduce graffiti and vandalism on campus.

Our proactive approach to conflict resolution has helped reduce violence on campus. Beginning in the 2007–2008 school year, the city of Norwalk and our district partnered to supply our school with a School Resource Officer. This sheriff's deputy is assigned specifically to Norwalk High and John Glenn High and helps maintain a safe environment for the staff and students.

We have a closed campus. All visitors must check in and receive a pass in the front office. Students leaving campus must check out through the attendance office. Only adults indicated on the student's emergency card are authorized to pick up students.

Our School Safety Plan is revised annually and approved by our School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency procedures. Following recent school tragedies, the LA County sheriff's department provided staff training and information on proper procedures in the event of a crisis on campus.

Our site administrators and security staff meet regularly with local law enforcement and district safety officers to remain current on new information and issues within the surrounding community. We feel that being proactive and prepared is the best way to prevent such tragedies from affecting our campus

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	4.1	8	4.5
Expulsions Rate	0.1	0.1	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	6
Other	
Average Number of Students per Staff Member	
Academic Counselor	395

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	29.1	27	26	14	32	33	13	27	13	32	38	41
Math	28.3	29	29	10	14	15	10	30	19	18	29	37
Science	29.6	29	31	4	9	8	5	19	14	14	28	31
SS	33.6	30	29	2	12	12	8	10	11	17	35	34

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9056.52	2862.83	6193.69	74439.36
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			2.3	2.1
Percent Difference: School Site/ State			32.1	7.3

Types of Services Funded at Norwalk High School

Professional Development provided for Teachers at Norwalk High School

Norwalk High School prides itself on the amount of professional development that it provides its teachers and staff, and has implemented a comprehensive approach through the development of its Single Plan for Student Achievement.

The key focus of the professional development plan is the improvement of instruction. Norwalk High School partners with Action Learning Services to train all teachers in Direct Interactive Instruction (DII). DII is an approach to teaching and learning that combines high standards and expectations with lesson design that is interactive and engaging. DII also aids teachers in the development of formative and summative assessments to help guide the teaching and learning process. Each teacher receives training that includes an overview of the key components of DII, demonstration lessons, and individual coaching.

Teachers in each department also receive support and resources to collaborate on a regular basis. Each team is responsible for working together to develop common assessments, lesson plans, assignments and projects. Teachers also use this time to compare performance data that is used to improve teaching and identify students for support. Teachers within Norwalk's Linked Learning pathways also collaborate frequently to support students who articulate through their programs.

The Norwalk-La Mirada Unified School District also supports Norwalk High School by providing a tremendous amount of professional development. Norwalk has developed a Common Core Leadership Team that attends district trainings, and is responsible for bringing the information back to their colleagues. The district also provides teachers in each department training specific to their curricular and instructional needs on a regular basis.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	25	28	39	42	19
All Students at the School	57	21	22	43	43	14
Male	64	21	15	42	46	12
Female	50	21	29	44	39	17
Black or African American	78	17	6	67	22	11
American Indian or Alaska Native						
Asian						
Filipino	29	43	29	21	43	36
Hispanic or Latino	57	20	22	43	43	14
Native Hawaiian/Pacific Islander						
White	57	19	24	37	53	11
Two or More Races						
Socioeconomically Disadvantaged	60	19	21	44	43	13
English Learners	96	4		76	24	
Students with Disabilities	93	7		74	26	
Students Receiving Migrant Education Services	71	19	10	53	37	11

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Norwalk High School	2011-12	2012-13	2013-14
English-Language Arts	43	51	43
Mathematics	48	52	57
Norwalk-La Mirada Unified School	2011-12	2012-13	2013-14
English-Language Arts	50	53	39
Mathematics	51	55	44
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	92.03	86.32	84.56
Black or African American	84.85	79.49	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	100.00	82.76	92.94
Filipino	100.00	94.00	92.20
Hispanic or Latino	92.68	86.29	80.83
Native Hawaiian/Pacific Islander	100.00	88.89	84.06
White	83.33	88.41	90.15
Two or More Races	83.33	95.83	89.03
Socioeconomically Disadvantaged	92.05	83.35	82.58
English Learners	45.59	49.01	53.68
Students with Disabilities	95.65	54.11	60.31

Dropout Rate and Graduation Rate			
Norwalk High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.2	1.1	3.2
Graduation Rate	93.56	95.29	95.06
Norwalk-La Mirada Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.8	3.8	3.1
Graduation Rate	90.03	92.43	93.97
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	2	♦
Science	4	♦
Social Science	8	♦
All courses	23	0.7

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	77.32
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	41.44

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1374
% of pupils completing a CTE program and earning a high school diploma	91.53%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

Pathways: Engineering, Visual and Performing Arts, Medical, Fashion Design, Business, Automotive, Culinary