

John H. Glenn High School

13520 Shoemaker Avenue • Norwalk, CA 90650 • (562) 210-3000 • Grades 9-12

Francisco J. Ramirez, Principal

framirez@nlmusd.org

<http://www.jghs.org>, <http://www.southeastacademy.org>



2018-19 School Accountability Report Card Published During the 2019-20 School Year



Norwalk-La Mirada Unified

School District

12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Jude Cazares

Board President

Jesse Urquidi

Board Vice President

Darryl R. Adams

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Board Member

Karen Morrison

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District Administration

Dr. Hasmik Danielian

Superintendent

Dr. Patricio Vargas

Assistant Superintendent -

Educational Services

Estuardo Santillan

Assistant Superintendent, Business Services

John Lopez

Assistant Superintendent, Human Resources

School Description

John Glenn is one of three comprehensive high schools in the Norwalk-La Mirada Unified School District and serves 1000 students on the main campus and 250 students at the Southeast Academy campus. The following is John Glenn's mission: All students will attain the knowledge, competencies, and leadership skills to be future-ready, productive citizens who improve our community. Southeast Academy's mission is: At Southeast Academy, we prepare a community of proud ethical young men and women of high character and integrity for success in college and careers. We do this through a rigorous and relevant academic program, which includes leadership, structure and discipline inherent in public services, military and law enforcement environment.

Our goal is to help each student develop the academic, social, and lifelong skills to reach their highest potential to navigate uncharted territory. To achieve this, we provide equal access to standards-based instruction and extracurricular activities in an environment that is rigorous and relevant. Extracurricular activities for athletes include cross country, basketball, football, golf, soccer, tennis, volleyball, softball, track, and wrestling. Clubs include Drama Club, CSF, Yearbook, Latino Club, Salsa Club, Ecology Club, and our award-winning Band and Drama Program. Our Advancement Via Individual Determination (AVID) program motivates students to attend college and our Academy for Careers in Education (ACE) and JG Engineering/Transportation (TCAP) academies prepare students for post-secondary options. We also offer an Arts, Media, Productions (AMP) pathway. Specialized leadership and public service pathways are highlights of Southeast Academy. Pathways offered are Legal Practices, Public Safety and Emergency Response.

Safety is a critical component of student achievement, and our staff is committed to ensure a safe and orderly environment. Our goal is to ensure that our students know that we care about each of them and that they feel welcome. We are united in our expectations and apply the code of conduct and dress code consistently in and out of the classroom. Every student is dignified and respected but we hold them responsible for their actions; our aim is for students to understand their role and responsibility for their own learning and the learning of others.

It is our hope that students leave John Glenn HS and Southeast Academy HS knowing they were valued and cared for in an optimal learning environment that prepared them for post-secondary education or a career pathway. We recognize that to create a culture of possibilities, adults and parents need to work together to inspire our students and to instill the idea that education is an equalizer.

Parent involvement is a priority. We continue to foster opportunities for parents to be involved in monthly meetings for the English Learner Advisory Committee (ELAC), School Site Council, and Coffee with the Principal. The Parent Partnership Center offers parents a variety of resources and trainings to encourage their active participation in their students education. In addition, our band, drama, AVID, academies, and sports have strong parental support and opportunities for parent involvement. Our goal is to increase parent participation, because there is strong positive correlation between parent involvement and student academic success.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	307
Grade 10	325
Grade 11	302
Grade 12	314
Total Enrollment	1,248

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	1.7
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.5
White	2.1
Two or More Races	0.2
Socioeconomically Disadvantaged	88.5
English Learners	17.2
Students with Disabilities	13.4
Foster Youth	1
Homeless	19.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for John H. Glenn High	17-18	18-19	19-20
With Full Credential	64	74	71
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	2	1

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	◆	◆	890
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	6

Teacher Misassignments and Vacant Teacher Positions at John H. Glenn High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 2019-September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts: Grades 9-11; Pearson Education – My Perspectives Vol 1, 2, 2017, Grade 12 – Expository Reading-Writing Course – CSU (California State University) 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 9-12 Science: Discovery Education –California Physics of the Universe, adopted 2019, Lab Aids SGI- Science and Global Issues 2nd Ed Digital Portal, adopted 2019 ,Pearson Prentice Hall- Chemistry, adopted 2007, Holt McDougal – Physics, adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 9-12 Social Science: National Geographic/ Cengage – America through the Lens, adopted 2019 , 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our science lab courses during the 2019–2020 school year. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 96.54% - Good

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 02/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	37	46	47	50	50
Math	12	21	32	35	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	22.5	18.2	28.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	270	99.26	36.80
Male	151	149	98.68	34.23
Female	121	121	100.00	40.00
Black or African American	13	13	100.00	46.15
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	244	242	99.18	36.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	231	99.14	35.65
English Learners	56	54	96.43	7.55
Students with Disabilities	27	26	96.30	7.69
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	73	71	97.26	2.74

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	270	99.26	21.19
Male	151	149	98.68	20.81
Female	121	121	100.00	21.67
Black or African American	13	13	100.00	23.08
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	244	242	99.18	21.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	231	99.14	20.00
English Learners	56	54	96.43	5.66
Students with Disabilities	28	27	96.43	7.41
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	72	70	97.22	2.78

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

John Glenn and Southeast Academy High Schools recognize the need to increase parent involvement. Parents will receive regular communications from our schools sharing opportunities for involvement in ELAC, SSC and other social events such as student performances and activities. We will continue to work with our parents who wish to be involved in our school programs. The Southeast Academy Boosters Club offers parents many opportunities to be an integral part of the school community, providing support for various cadet programs.

Parents are encouraged to participate in site based leadership groups to work collaboratively with teachers, students, and staff during various monthly meetings to address issues that support student achievement, including school climate, discipline policies and dress code, supplemental educational materials, and the budget. ELAC also meets on the second Thursday of the month at 9:00 am. More information regarding ELAC can be obtained by calling the school at (562) 210-3000 and/or by visiting our school website (www.jghs.org).

All parents are invited to our Back-to-School Night in September, when teachers share the standards, syllabus, and expectations for the year; a community fair is also held on this evening to connect with parents beyond the classroom in more family-like setting. In order to support positive home-school communication on a daily basis, John Glenn students are provided with a school issued laptop devices that allow them to stay connected to school through the Schoology platform. Parents also have access to monitor student attendance, grades and progress through the PowerSchool Parent Portal. Our principal also uses a telecommunications system regularly to inform parents of important events. For more information about volunteering at John Glenn High School you can call our principal, Francisco Ramirez at (562) 210-3000 or access the John Glenn website (www.jghs.org).

State Priority: School Climate

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

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

School Safety Plan

The site Administrators, Plant Protection Officer, and school Security Assistants monitor the arrival of students before school begins. Administration uses the arrival time of students to greet students with the goal of establishing relationships with the students and make certain that students know that all adults involved in supervision care about their safety and welfare. Students are dismissed at 3 p.m. Security Assistants monitor the gates to ensure that students enter and exit campus in a safe and orderly manner, and administration monitors foot traffic in front of the administration building and at the corner of Shoemaker Avenue and Foster Road. Administration also uses this time to connect with students through conversations about their day and experience at school.

John Glenn and Southeast Academy High Schools are closed campuses and the arrival of visitors is strictly monitored. Visitors must enter through the main office buildings located on Shoemaker Avenue and Foster Road. Visitors sign in at the front office and report to office personnel the nature of the visit. Visitors are given a visitor’s pass to allow monitored movement on campus. When the visit is over, visitors are required to sign out through the main office. Security Assistants and administration are diligent in monitoring school visitors.

Our School Safety Plan is reviewed annually. This plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The School Safety Plan is made available to our parents through the main office and is also on file at the district office. This plan is shared with all staff during a school-wide staff meeting. Fire and earthquake drills are practiced as required by law. The administration provides information to the staff on newly revised practices to make certain that students and staff are informed in order to ensure safety for all. In compliance with the Williams Settlement, an annual facilities inspection is held with LA County Office of Education personal. This year our site received good and excellent in all areas. Our goal is to receive excellent marks in all areas

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	6.8	5.4
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	215.2

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	29	19	15	26	16	17	18	21	25	21	13
Mathematics	25	13	8	10	28	13	12	19	25	19	16	13
Science	23	15	19	5	27	12	5	17	21	20	7	10
Social Science	25	18	17	14	26	12	11	17	24	13	16	13

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

John Glenn and Southeast Academy High Schools pride ourselves on the amount of professional development that it provides to its teachers and staff, and has implemented a comprehensive approach through the development of its School Plan for Student Achievement.

The key focus of the professional development plan is the improvement of instruction.

Teachers in each department 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 our academies and pathways also collaborate frequently to support students who articulate through their programs.

The Norwalk-La Mirada Unified School District also supports John Glenn and Southeast Academy High Schools by providing a tremendous amount of professional development. Our Site Leadership Team that attends district trainings led by InnovateEd, 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for John H. Glenn High School	2015-16	2016-17	2017-18
Dropout Rate	2.8	0.9	2.4
Graduation Rate	93.2	93.5	91.8

Rate for Norwalk-La Mirada Unified	2015-16	2016-17	2017-18
Dropout Rate	1.9	1.2	1.7
Graduation Rate	94.7	92.8	91

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	176
% of pupils completing a CTE program and earning a high school diploma	21.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	16167.02	5318.57	10848.45	91950.47
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	16.7	4.1
School Site/ State	36.4	11.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.22
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	37.27

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	20	19

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

The Norwalk-La Mirada Unified School District (NLMUSD) CTE pathways are aligned to the CTE Model Curriculum Standards providing a broad course of study for all students. Each pathway is structured within the appropriate industry sector with a coherent sequence of courses that lead to high skill, high wage and in-demand careers.

The pathways are aligned to the local community college certificate and degree programs. Many CTE courses are articulated with the local community college, providing students an opportunity to obtain college credit while in high school. The NLMUSD has maintained a strong partnership with the surrounding postsecondary schools.

In addition, there are a number of businesses and community partners supporting CTE. As an example, the Norwalk Education Alliance comprised of the City of Norwalk, Norwalk Chamber of Commerce, Southeast Los Angeles Workforce Development Board, Cerritos College, and other organizations support CTE, and engage in a variety of work-based learning activities.

The primary representative for CTE in Norwalk-La Mirada Unified is Joanne June. She may be contacted at: jjung@nlmusd.org

All CTE offerings are conducted by NLMUSD. There is no ROP center.

The following are the list of CTE pathways offered at John Glenn High School and Southeast Academy are:

- Academy of Careers in Education (California Partnership Academy)
- Arts Media Production
- Engineering & Transportation Careers Academy Program (California Partnership Academy)
- **Public Services**
 - Legal Practices
 - Emergency Response
 - Public Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.