



# Norwalk High School

11356 Leffingwell Rd. • Norwalk, CA 90650 • (562) 210-3830 • Grades 9-12

Mike Garcia, Principal

[migarcia@nlmusd.org](mailto:migarcia@nlmusd.org)

<https://www.norwalklancers.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](http://www.nlmusd.org)

#### District Governing Board

Jude Cazares

#### Board President

Jesse Urquidi

#### Board Vice President

Darryl R. Adams

#### Board Member

Ana Valencia

#### Board Member

Karen Morrison

#### Board Member

Chris Pflanzner

#### Board Member

Jorge Tirado

#### Board Member

#### 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

At 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. Our teachers have been working collaboratively to make sure that this 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 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 this 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

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	539
Grade 10	521
Grade 11	498
Grade 12	453
<b>Total Enrollment</b>	<b>2,011</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.1
Asian	2.1
Filipino	2.9
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.1
White	3.3
Two or More Races	0.6
Socioeconomically Disadvantaged	85.6
English Learners	11.8
Students with Disabilities	11.7
Foster Youth	0.4
Homeless	31.6

## 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 Norwalk High School	17-18	18-19	19-20
With Full Credential	88	95	100
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

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 Norwalk High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 2013–2014 school year. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating: 98.41% - Exemplary

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 03/14/2019

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

## 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	51	38	46	47	50	50
Math	16	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	15.8	20.0	24.4

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	471	468	99.36	38.46
Male	231	229	99.13	34.50
Female	240	239	99.58	42.26
Black or African American	15	15	100.00	60.00
Asian	13	13	100.00	69.23
Filipino	14	14	100.00	50.00
Hispanic or Latino	401	399	99.50	36.59
White	18	18	100.00	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	401	399	99.50	35.09
English Learners	76	73	96.05	5.48
Students with Disabilities	65	63	96.92	9.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	158	158	100.00	0.00

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	472	469	99.36	21.32
Male	232	230	99.14	23.48
Female	240	239	99.58	19.25
Black or African American	15	15	100.00	20.00
Asian	13	13	100.00	46.15
Filipino	14	14	100.00	35.71
Hispanic or Latino	402	400	99.50	19.50
White	18	18	100.00	22.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	402	400	99.50	19.25
English Learners	77	74	96.10	4.05
Students with Disabilities	65	63	96.92	3.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	158	158	100.00	0.00

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)

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 visit our website [www.norwalklancers.org](http://www.norwalklancers.org), to follow school Twitter feeds, and 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 support groups clubs that raise money and organize events for the athletes. We ask that all parents stay involved in their student'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

Our school website, [www.norwalklancers.org](http://www.norwalklancers.org), is updated weekly and can be used to contact teachers, counselors and administrators. Parents also utilize access to the Parent Portal and are able to view 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 State priority: School Climate (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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	5.5	6.0
Expulsions Rate	0.1	0.0	0.2

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*	287.3

\* 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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.3
Other	.3

\* 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	29	21	18	39	29	22	11	43	27	23	19	38
Mathematics	28	11	9	22	28	16	28	30	30	12	18	37
Science	29	10	15	27	34	7	10	28	30	7	15	29
Social Science	32	9	10	41	32	6	12	33	30	8	17	26

\* 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

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 School Plan for Student Achievement.

The key focus of the professional development plan is the improvement of instruction. Norwalk High School partners with our District's coaches to train teachers in Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), Positive Behavior Support Systems (PBIS), the G-2020 Learning Initiative, and Lesson Study.

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 High has developed a 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.



**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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Rate for Norwalk High School	2015-16	2016-17	2017-18
Dropout Rate	0.7	0.9	1.4
Graduation Rate	97	96.8	95.1

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	428
% of pupils completing a CTE program and earning a high school diploma	25.1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90%

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12983.65	3974.99	9008.66	88227.53
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	-1.8	0.0
School Site/ State	18.2	7.3

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	98.71
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	44.66

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	8	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	7	N/A
Social Science	17	N/A
All courses	41	29.3

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](mailto: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 Norwalk High School are:

- Automotive
- Biomedical (California Partnership Academy)
- Pharmacy
- Computer Science
- Engineering
- **LA FAME**
  - Culinary
  - Arts, Media & Entertainment

## **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.