

# John H. Glenn High School

13520 Shoemaker Avenue • Norwalk, CA 90650 • (562) 868-0431 • Grades 9-12

Mr. Greg Puccia, Principal

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



### Norwalk-La Mirada Unified School District

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

#### District Governing Board

Margarita L. Rios Board President  
Jesse Urquidi Board Vice President  
Darryl R. Adams Board Member  
Karen Morrison Board Member  
Chris Pflanzler Board Member  
Sean M. Reagan Board Member  
Ana Valencia Board Member

#### District Administration

Dr. Ruth Perez  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
Wayne Shannon  
**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 1400 students on the main campus and 250 students at the Southeast Military Academy campus.

The following is the school's mission: To graduate students who are active, contributing members of society and who have unlimited career opportunities." Student achievement, active involvement in extracurricular activities and program, safety, parent involvement, and readiness after high school are top priorities at John Glenn.

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 education (ACE) and transportation (TCAP) academies prepare students for post-secondary options. We also offer a Film and TV Production Pathway.

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 knowing they were valued and cared for in an optimal learning environment that prepared them for postsecondary 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 Language Advisory Committee (ELAC), School Site Council, and PTSA. 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

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	381
Gr. 10	431
Gr. 11	436
Gr. 12	370
<b>Total</b>	<b>1,618</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	2.7
Hispanic or Latino	89.7
Native Hawaiian/Pacific Islander	0.4
White	3.2
Two or More Races	0.7
Socioeconomically Disadvantaged	88.5
English Learners	14.2
Students with Disabilities	16.3

## 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			
John H. Glenn High School	12-13	13-14	14-15
Fully Credentialed	65	61	61
Without Full Credential	4	4	2
Teaching Outside Subject Area of Competence	14	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			
John H. Glenn 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	92.79	7.21
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
<b>Reading/Language Arts</b> 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
<b>Mathematics</b> 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
<b>Science</b> 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
<b>History-Social Science</b> 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ ]	[ ]	[ ]

## 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	31	36	36	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	39	43	52	54	54	54	56	55
Math	18	20	19	46	47	48	49	50	50
HSS	29	30	33	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	3	2	3
Similar Schools	4	2	6

\* 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	28.4	25.1	25.1

\* 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	36	
Male	37	
Female	35	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	34	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	32	
English Learners	12	
Students with Disabilities	37	
Students Receiving Migrant Education Services	50	

\* 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	4	-11	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	-12	19
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	2	-11	28
English Learners	14	0	-5
Students with Disabilities	3	33	47

\* "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

John Glenn High School recognizes the need to increase parent involvement. Parents will receive regular communications from the school sharing opportunities for involvement in PTSA, 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 at Glenn HS.

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 Friday of the month at 9:15am. More information regarding ELAC can be obtained by calling the school at 868-0431, extension 5123 and/or by visiting our school Web site.

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 student agenda/planner. Students are required to record both class work and homework each day and have it checked and signed by a parent each night. Our principal also uses a telecommunications system regularly to inform parents of important events. Additionally, the Parent Portal Communication System is another resource to increase communication between the home and the school..

For more information about volunteering at John Glenn High School you can call our principal, Greg Puccia at (562) 868-0431 ext. 5110 or access the John Glenn Web site ([www.jghs.org](http://www.jghs.org)).

### 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

The site administrators, Head of Plant Protection, and school security aides monitor the arrival of students before school begins. The 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. School security monitors the gates to ensure that students 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 High School is a closed campus and the arrival of visitors is strictly monitored. Visitors must enter through the main office building located on Shoemaker Avenue. 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. School security 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

School	11-12	12-13	13-14
Suspensions Rate	6.2	9	5.8
Expulsions Rate	0.3	0.2	0.1
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	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 2	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	4
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	2
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	27	25	23	16	30	32	29	16	19	28	30	25
Math	29.8	27	27	8	15	14	19	24	24	27	20	17
Science	31.5	27	26	3	12	14	13	13	11	22	23	22
SS	29	26	26	9	17	24	19	19	15	24	25	21

\* 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/](http://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	10796.16	3871.09	6925.07	73646.18
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			14.3	1.0
Percent Difference: School Site/ State			47.7	6.2

## Types of Services Funded at John H. Glenn High School

### Professional Development provided for Teachers at John H. Glenn High School

**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	49	27	24	41	39	20
Male	54	28	18	44	35	21
Female	44	26	30	38	43	19
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	50	27	23	42	39	19
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	51	27	22	41	41	18
English Learners	94	3	3	77	18	5
Students with Disabilities	91	9		79	18	3
Students Receiving Migrant Education Services	42	27	31	36	36	28

\* 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**

John H. Glenn High School	2011-12	2012-13	2013-14
English-Language Arts	43	47	51
Mathematics	45	53	59
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	87.50	86.32	84.56
Black or African American	88.89	79.49	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	50.00	82.76	92.94
Filipino	83.33	94.00	92.20
Hispanic or Latino	88.51	86.29	80.83
Native Hawaiian/Pacific Islander	0.00	88.89	84.06
White	88.89	88.41	90.15
Two or More Races	100.00	95.83	89.03
Socioeconomically Disadvantaged	86.18	83.35	82.58
English Learners	58.33	49.01	53.68
Students with Disabilities	44.83	54.11	60.31

Dropout Rate and Graduation Rate			
<b>John H. Glenn High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	5.5	6.0	1.8
Graduation Rate	89.83	90.12	95.40
<b>Norwalk-La Mirada Unified School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	4.8	3.8	3.1
Graduation Rate	90.03	92.43	93.97
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
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	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	2	♦
Science	4	♦
Social Science	8	♦
<b>All courses</b>	<b>21</b>	<b>0.7</b>

\* 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	75.15
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	25.45

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	866
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Career Technical Education Programs

Pathways: Film and Video Production, Academy of Careers in Education, Engineering, Transportation Careers Academy Program, Business, Public Service

Other Courses: Graphic Design, Computer Business Application, Word Processing, Accounting, Emergency First Responder