

John H. Glenn High School

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

Mr. Greg Puccia, Principal

gpuccia@nlmusd.org



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Norwalk-La Mirada Unified School District

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

District Governing Board

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

District Administration

Dr. Hasmik Danielian
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

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 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/>.
- 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/guardians and community members should contact the school at (562) 868-0431 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 370 |
| Grade 10 | 383 |
| Grade 11 | 399 |
| Grade 12 | 401 |
| Total Enrollment | 1,553 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.5 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.2 |
| Filipino | 2.3 |
| Hispanic or Latino | 91 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 2.6 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 83.7 |
| English Learners | 24.7 |
| Students with Disabilities | 16.4 |
| Foster Youth | 0.8 |

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 | 13-14 | 14-15 | 15-16 |
| With Full Credential | 61 | 61 | 61 |
| Without Full Credential | 4 | 2 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Norwalk-La Mirada Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 0 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| John H. Glenn High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 6 | 0 | 0 |
| 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

| 2014-15 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 | 84.0 | 16.0 |
| Districtwide | | |
| All Schools | 94.2 | 5.8 |
| High-Poverty Schools | 93.9 | 6.1 |
| Low-Poverty Schools | 99.1 | 0.9 |

* 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 2015-16)

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 | Grades 9-12 English-language Arts: Holt McDougal –Literature Language Arts, adopted 2003 and Common Core aligned Supplemental materials 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: Holt McDougal – Earth Science, Pearson Prentice Hall – Biology, Pearson Prentice Hall – Chemistry, and Holt McDougal – Physics, all 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: 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 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 2013–2014 school year. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 96.15% - Good

Overall school is clean

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/11/2015 | | | | |
|---|------------------|-------------|-------------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | | | X | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

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], Science California Standards Tests); 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 48 | 43 | 44 |
| Math | 16 | 25 | 33 |

* 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.

| 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 | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 36 | 35 | 28 | 55 | 54 | 52 | 59 | 60 | 56 |

* Results are for 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 25.40 | 21.30 | 21.30 |

* 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.

| 2014-15 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 | 52 |
| All Student at the School | 28 |
| Male | 33 |
| Female | 22 |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | 54 |
| Hispanic or Latino | 26 |
| Native Hawaiian or Pacific | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 9 |
| English Learners | 5 |
| Students with Disabilities | 25 |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

* 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.

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 364 | 349 | 95.9 | 21 | 30 | 35 | 13 |
| Male | 11 | | 172 | 47.3 | 33 | 28 | 28 | 10 |
| Female | 11 | | 177 | 48.6 | 10 | 31 | 41 | 17 |
| Black or African American | 11 | | 5 | 1.4 | -- | -- | -- | -- |
| Asian | 11 | | 1 | 0.3 | -- | -- | -- | -- |
| Filipino | 11 | | 12 | 3.3 | 17 | 25 | 25 | 25 |
| Hispanic or Latino | 11 | | 322 | 88.5 | 21 | 30 | 36 | 12 |
| White | 11 | | 5 | 1.4 | -- | -- | -- | -- |
| Two or More Races | 11 | | 4 | 1.1 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Socioeconomically Disadvantaged | 11 | | 149 | 40.9 | 26 | 34 | 30 | 9 |
| English Learners | 11 | | 45 | 12.4 | 71 | 24 | 0 | 0 |
| Students with Disabilities | 11 | | 42 | 11.5 | 69 | 14 | 14 | 2 |
| Students Receiving Migrant Education Services | 11 | | 12 | 3.3 | 17 | 25 | 42 | 17 |
| Foster Youth | 11 | | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 364 | 349 | 95.9 | 51 | 31 | 13 | 3 |
| Male | 11 | | 172 | 47.3 | 58 | 23 | 15 | 3 |
| Female | 11 | | 177 | 48.6 | 44 | 38 | 12 | 3 |
| Black or African American | 11 | | 5 | 1.4 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| Asian | 11 | | 1 | 0.3 | -- | -- | -- | -- |
| Filipino | 11 | | 13 | 3.6 | 62 | 8 | 23 | 8 |
| Hispanic or Latino | 11 | | 321 | 88.2 | 50 | 32 | 13 | 2 |
| White | 11 | | 5 | 1.4 | -- | -- | -- | -- |
| Two or More Races | 11 | | 4 | 1.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | | 148 | 40.7 | 52 | 32 | 11 | 2 |
| English Learners | 11 | | 45 | 12.4 | 93 | 2 | 2 | 0 |
| Students with Disabilities | 11 | | 42 | 11.5 | 86 | 7 | 5 | 0 |
| Students Receiving Migrant Education Services | 11 | | 12 | 3.3 | 42 | 25 | 17 | 17 |
| Foster Youth | 11 | | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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).

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 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 8.98 | 5.81 | 3.43 |
| Expulsions Rate | 0.21 | 0.12 | 0.12 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.72 | 3.57 | 2.77 |
| Expulsions Rate | 0.03 | 0.07 | 0.06 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | Yes | Yes |

| 2015-16 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 | 88.9 | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 25 | 23 | 19 | 30 | 32 | 48 | 16 | 19 | 19 | 30 | 25 | 19 |
| Math | 27 | 27 | 22 | 15 | 14 | 24 | 24 | 24 | 25 | 20 | 17 | 16 |
| Science | 27 | 26 | 20 | 12 | 14 | 25 | 13 | 11 | 15 | 23 | 22 | 14 |
| SS | 26 | 26 | 23 | 17 | 24 | 29 | 19 | 15 | 13 | 25 | 21 | 24 |

* 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.

| 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.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,163 | \$43,062 |
| Mid-Range Teacher Salary | \$71,576 | \$67,927 |
| Highest Teacher Salary | \$93,898 | \$87,811 |
| Average Principal Salary (ES) | \$120,175 | \$110,136 |
| Average Principal Salary (MS) | \$119,271 | \$115,946 |
| Average Principal Salary (HS) | \$130,092 | \$124,865 |
| Superintendent Salary | \$211,406 | \$211,869 |
| Percent of District Budget | | |
| Teacher Salaries | 38% | 39% |
| 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 11821.62 | 3704.01 | 8117.61 | 74,847.51 |
| District | ◆ | ◆ | 6913.40 | \$76,984 |
| State | ◆ | ◆ | \$5,348 | \$71,529 |
| Percent Difference: School Site/District | | | 17.4 | 9622.5 |
| Percent Difference: School Site/ State | | | 51.8 | 10363.9 |

* Cells with ◆ do not require data.

Types of Services Funded

| 2014-15 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 | 40 | 29 | 31 | 42 | 39 | 19 |
| All Students at the School | 46 | 29 | 24 | 44 | 41 | 15 |
| Male | 50 | 30 | 20 | 44 | 39 | 17 |
| Female | 42 | 29 | 29 | 45 | 43 | 13 |
| Hispanic or Latino | 47 | 30 | 23 | 45 | 42 | 13 |
| Socioeconomically Disadvantaged | 46 | 31 | 24 | 44 | 42 | 14 |
| English Learners | 80 | 12 | 7 | 76 | 16 | 8 |
| Students with Disabilities | 86 | 14 | | 69 | 27 | 4 |
| Students Receiving Migrant Education Services | 50 | 22 | 28 | 44 | 39 | 17 |

* 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 | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 47 | 51 | 54 |
| Mathematics | 53 | 59 | 56 |
| Norwalk-La Mirada Unified School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 53 | 39 | 45 |
| Mathematics | 55 | 44 | 43 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| John H. Glenn High School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 6.00 | 1.80 | 3.70 |
| Graduation Rate | 90.12 | 95.40 | 92.07 |
| Norwalk-La Mirada Unified School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 3.80 | 3.10 | 3.50 |
| Graduation Rate | 92.43 | 93.97 | 93.13 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

| 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 | |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2014 | | |
| | School | District | State |
| All Students | 88.92 | 87.27 | 84.6 |
| Black or African American | 100 | 82.22 | 76 |
| American Indian or Alaska Native | 100 | 133.33 | 78.07 |
| Asian | 50 | 87.76 | 92.62 |
| Filipino | 100 | 98 | 96.49 |
| Hispanic or Latino | 89.72 | 86.95 | 81.28 |
| Native Hawaiian/Pacific Islander | 66.67 | 81.82 | 83.58 |
| White | 63.64 | 88.32 | 89.93 |
| Two or More Races | 100 | 84.21 | 82.8 |
| Socioeconomically Disadvantaged | 54.69 | 57.03 | 61.28 |
| English Learners | 52.5 | 53.47 | 50.76 |
| Students with Disabilities | 89.03 | 84.94 | 81.36 |
| Foster Youth | -- | -- | -- |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 97.23 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

| 2014-15 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | 5 | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | 3 | ♦ |
| Mathematics | 2 | ♦ |
| Science | 3 | ♦ |
| Social Science | 5 | ♦ |
| All courses | 18 | .7 |

* Where there are student course enrollments.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.