

John H. Glenn High School

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

Francisco Ramirez, Principal

framirez@nlmusd.org



2016-17 School Accountability Report Card Published During the 2017-18 School Year



Norwalk-La Mirada Unified School District

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

District Governing Board

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

John Glenn is one of three comprehensive high schools in the Norwalk-La Mirada Unified School District and serves 1100 students on the main campus and 260 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 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	351
Grade 10	328
Grade 11	319
Grade 12	348
Total Enrollment	1,346

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	2
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.4
White	2.2
Two or More Races	0.6
Socioeconomically Disadvantaged	81.4
English Learners	14.9
Students with Disabilities	15.3
Foster Youth	0.6

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			
John H. Glenn High School	15-16	16-17	17-18
With Full Credential	61	71	64
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	781
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Glenn High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 2017-18	
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: 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 97.29% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/27/2017				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	38	51	46	44	48	48
Math	14	17	29	30	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	28	29	52	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.4	22	26.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	350	332	94.9	28.9
Male	207	194	93.7	33.0
Female	143	138	96.5	23.2
Hispanic or Latino	315	297	94.3	27.6
Socioeconomically Disadvantaged	295	281	95.3	26.3
English Learners	46	45	97.8	4.4
Students with Disabilities	46	42	91.3	21.4
Students Receiving Migrant Education Services	14	14	100.0	42.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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	292	281	96.23	50.89
Male	170	164	96.47	44.51
Female	122	117	95.9	59.83
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	253	96.2	52.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	224	96.14	50
English Learners	51	47	92.16	14.89
Students with Disabilities	50	45	90	15.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	292	280	95.89	17.14
Male	170	163	95.88	15.95
Female	122	117	95.9	18.8
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	252	95.82	17.06
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	223	95.71	18.39
English Learners	52	49	94.23	0
Students with Disabilities	50	43	86	9.3
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, Francisco Ramirez 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 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, 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	2014-15	2015-16	2016-17
Suspensions Rate	3.4	5.9	2.1
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	262

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	19	22	23	48	30	29	19	22	19	19	13	15
Mathematics	22	25	25	24	15	13	25	12	8	16	12	10
Science	20	24	23	25	15	15	15	16	19	14	10	5
Social Science	23	25	25	29	26	18	13	16	17	24	19	14

* 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

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

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

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 John Glenn's Linked Learning pathways also collaborate frequently to support students who articulate through their programs.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,411	\$48,522
Mid-Range Teacher Salary	\$78,162	\$75,065
Highest Teacher Salary	\$102,538	\$94,688
Average Principal Salary (ES)	\$130,561	\$119,876
Average Principal Salary (MS)	\$132,232	\$126,749
Average Principal Salary (HS)	\$142,956	\$135,830
Superintendent Salary	\$241,500	\$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	5%

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

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
John H. Glenn High School	2013-14	2014-15	2015-16
Dropout Rate	3.7	2.1	2.8
Graduation Rate	92.07	94.74	93.22
Norwalk-La Mirada Unified School	2013-14	2014-15	2015-16
Dropout Rate	3.5	2.9	1.9
Graduation Rate	93.13	94.03	94.66
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	591
% of pupils completing a CTE program and earning a high school diploma	87%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	93%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	96.36
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	34.74

* Where there are student course enrollments.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	14102.35	4179.96	9922.39	85905.18
District	◆	◆	8112.64	84898.44
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			20.1	1.2
Percent Difference: School Site/ State			40.6	9.9

* Cells with ◆ do not require data.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	1	◆
Mathematics	2	◆
Science	2	◆
Social Science	5	◆
All courses	13	20.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	87.11	87.84	87.11
Black or African American	80	97.73	79.19
American Indian or Alaska Native	0	100	80.17
Asian	40	90.24	94.42
Filipino	81.82	92.73	93.76
Hispanic or Latino	89.28	87.45	84.58
Native Hawaiian/Pacific Islander	0	52.94	86.57
White	57.14	88.39	90.99
Two or More Races	100	90.91	90.59
Socioeconomically Disadvantaged	90.13	88.35	85.45
English Learners	66.67	60.14	55.44
Students with Disabilities	67.14	75.42	63.9
Foster Youth	33.33	77.78	68.19

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 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.