

John H. Glenn High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Norwalk-La Mirada Unified School District

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

District Governing Board

Ana Valencia Board President
Jude Cazares Board Vice President
Darryl R. Adams Member
Chris Pflanzner Member
Karen Morrison Member
Jesse Urquidi Member
Jorge Tirado 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 1000 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	344
Grade 10	345
Grade 11	326
Grade 12	294
Ungraded Secondary	13
Total Enrollment	1,322

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	1.8
Hispanic or Latino	90.0
Native Hawaiian or Pacific Islander	0.3
White	2.3
Socioeconomically Disadvantaged	86.5
English Learners	16.0
Students with Disabilities	13.2
Foster Youth	0.9

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	16-17	17-18	18-19
With Full Credential	71	64	74
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	2
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Glenn High School	16-17	17-18	18-19
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 2018-19)

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: 9/2018	
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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	32.0	44.0	46.0	48.0	50.0
Math	17.0	12.0	30.0	32.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.5	17.1	30.4

* 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.

**School Year 2017-18 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	299	291	97.32	31.96
Male	164	157	95.73	30.57
Female	135	134	99.26	33.58
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	268	261	97.39	31.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	260	253	97.31	30.43
English Learners	68	64	94.12	6.25
Students with Disabilities	26	25	96.15	4.00
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 2017-18 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	298	286	95.97	11.54
Male	164	156	95.12	12.18
Female	134	130	97.01	10.77
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	267	257	96.25	10.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	259	248	95.75	10.89
English Learners	67	63	94.03	0
Students with Disabilities	26	26	100	0
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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	2015-16	2016-17	2017-18
Suspensions Rate	5.9	2.1	6.8
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	23.0	26.0	30	29	16	22	19	17	13	15	18
Mathematics	25.0	25.0	28.0	15	13	13	12	8	12	12	10	19
Science	24.0	23.0	27.0	15	15	12	16	19	5	10	5	17
Social Science	25.0	25.0	26.0	26	18	12	16	17	11	19	14	17

* 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 School Plan for Student Achievement.

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

Teachers in each department receive support and resources to collaborate on a regular basis. Each team is responsible for working together to develop common assessments, lesson plans, assignments and projects. Teachers also use this time to compare performance data that is used to improve teaching and identify students for support. Teachers within 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,923	\$49,512
Mid-Range Teacher Salary	\$80,506	\$77,880
Highest Teacher Salary	\$105,611	\$96,387
Average Principal Salary (ES)	\$119,859	\$123,139
Average Principal Salary (MS)	\$125,277	\$129,919
Average Principal Salary (HS)	\$145,806	\$140,111
Superintendent Salary	\$257,268	\$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

* 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	2014-15	2015-16	2016-17
Dropout Rate	2.1	2.8	0.9
Graduation Rate	94.7	93.2	93.5
Norwalk-La Mirada Unified School	2014-15	2015-16	2016-17
Dropout Rate	2.9	1.9	1.2
Graduation Rate	94.0	94.7	92.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	36.7

* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	15256.42	4551.68	10704.75	83,803.01
District	◆	◆	8958.82	85790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			17.8	1.2
Percent Difference: School Site/ State			40.2	9.9

* Cells with ◆ 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.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	6	◆
Fine and Performing Arts	1	◆
Foreign Language	2	◆
Mathematics	3	◆
Science	2	◆
Social Science	7	◆
All courses	21	21.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	87.6	89.2	88.7
Black or African American	75.0	78.1	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	72.7	90.2	94.9
Filipino	85.7	93.8	93.5
Hispanic or Latino	89.4	88.9	86.5
Native Hawaiian/Pacific Islander	100.0	85.7	88.6
White	63.6	93.6	92.1
Two or More Races	100.0	81.8	91.2
Socioeconomically Disadvantaged	90.3	91.8	88.6
English Learners	80.0	65.1	56.7
Students with Disabilities	60.9	78.7	67.1
Foster Youth	100.0	70.0	74.1

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 <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.