

**THREE-YEAR-TERM REVISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**JOHN H. GLENN HIGH SCHOOL**

**13520 Shoemaker Avenue  
Norwalk, CA 90650**

**Norwalk-La Mirada Unified School District**

**February 22 - 24, 2015**

**Visiting Committee Members**

Chris Hollister, Chairperson  
Executive Director of Achievement, Chaffey Joint Union High School District

David Peterson  
Assistant Principal, Costa Mesa High School

Jean-Charles Placide  
Teacher, Montclair High School

Dr. Laura Rogers  
Coordinator, Instructional Services (Retired)

## I. Introduction

### Include the following:

- **General comments about the school and its setting and the school's analysis of student achievement data.**
- **Significant changes or developments that have affected the school since the last visit.**

John Glenn High School (JGHS), established in 1962, is one of three comprehensive high schools in the Norwalk-La Mirada Unified School District and serves approximately 1275 students on the main campus as well as approximately 265 students at the adjacent Southeast Military Academy Campus. The student body is largely Hispanic (89.7%); the next largest subgroups, none over 3.2%, are White, Filipino, African American, and Asian. 88.5% of the students are socioeconomically disadvantaged, 14.2% have been identified as English Learners and 16.3% are students with disabilities.

Since the last WASC visit in 2012, the school appears to be on an upward trajectory with stability, climate, and student learning achieving recent high points. The current principal was appointed shortly after the last WASC visit and is now completing his third year, but five principals in the previous three years made sustaining growth and implementing a shared vision very difficult. Since the last WASC visit, the school has made visible efforts to come together to develop a school culture that embraces and nurtures a spirit of collaborative learning for students and staff alike. They have been very active in working to develop expertise in effective instructional strategies and in making inroads to communicating positively and partnering with staff, students, and parents to build a sense of community.

Since 2012, the Norwalk-La Mirada School District and John Glenn High School have partnered to increase the number and effectiveness of professional development opportunities at the school. The faculty and staff have participated in numerous training and in-service activities. New professional development initiatives include trainings related to the following topics: Explicit Direct Instruction, Common Core State Standards, Career Technical Education, use of iPads, Linked Learning, Lesson Design, Lesson Study, and AVID strategies. The focus on incorporating research-based instructional strategies will be very beneficial and indicates a priority focused on maximizing student learning.

The school staff have gone to great lengths to improve the climate and morale on campus by working positively with students and parents and making efforts to partner with them. Parents are welcome on campus to participate in school events and information nights that are presented in both English and Spanish. A new parent center has been established for parent meetings and open computer access as well. The school utilizes a variety of electronic media, to supplement traditional communication, in order to create and support a positive home-school dialogue, including Connect Ed, Twitter, Schoology, and the school website. Students and parents also use an agenda

to track and monitor daily activities and assignments.

Renewed enthusiasm to build student morale and student engagement has resulted in increased school spirit and improved student achievement. Since 2012, the school has enjoyed a 21 point increase in Academic Performance Index (API) and the percentage of tenth grade students passing the CAHSEE has risen by 12% in Mathematics and 5% in English Language Arts. Additionally, the graduation rate in the same period has risen by 5%.

## II. Follow-up Process

- **Briefly comment upon the school's process for follow-up, including the capacity of the school to monitor implementation and accomplishment of the areas for improvement as recommended by the previous visiting committee.**

All indications are that the school took the recommendations from the previous WASC Visiting Committee to heart and worked to make progress in all seven areas. The school community is noticeably more coherent and focused on achieving their goals and improvements in their collegiality and sense of shared purpose are evident. What was a fractured staff only three years ago is now a collegial team who have made great strides to improve together. Teachers overwhelmingly feel that the principal supports them, they share a clear vision of what students should be able to do in the classroom, and they clearly communicate daily activities to the students. Current and future professional development will support this effort.

The Visiting Committee believes the progress the school has made in the past three years has built a foundation of success and momentum towards achievement. The improved morale and open paths of communication, coupled with the stability that now exists on campus, will help to maintain growth. The Action Plan goals are centered around supporting student achievement; staff believes the goals of the action plan are worthwhile and attainable. Since the last visit, the school has worked to refine and condense the action plan. This streamlining of the action plan makes sense as some of the previous critical areas for follow-up overlap in regards to focusing on student achievement. The Visiting Committee has recommended the school add one more Action Plan goal relating to the continued improvement of communication and collaboration between staff, students, and parents. Improvement in this area will augment the work the school has already done to create a coherent learning community that ensures involvement from all stakeholders. The school is receptive to this idea and has already begun planning steps to continue progress in this important area. The Visiting Committee is confident the school is headed in the right direction, is committed to making the Action Plan part of their culture, and has the capability to do so successfully.

### **III. School's Progress on the Critical Areas for Follow-up**

**Summary of School Progress:** Comment on the accomplishment and success made in each schoolwide action plan section, noting which critical areas for follow-up have been addressed. In this succinct summary of the school's progress since the full visit, comment on any observable impact on student learning

#### **Critical Areas for follow-up:**

##### **Area 1 & 2**

**1. Increase the number of students achieving Proficient and Advanced on Algebra I CST and CAHSEE by 5% annually (from 2013 – 2015) and maintain consistent growth thereafter.**

**2. Increase the number of 9<sup>th</sup> – 11<sup>th</sup> grade students achieving Proficient and Advanced on all ELA Benchmark Exams, CSTs, and CAHSEE (specifically 10 grade) by 5% annually over the next three years and maintain consistent growth thereafter.**

Since the last WASC visit in 2012, the administrative and teaching staff of John Glenn High School continue to focus on the priorities of improving learning for all students, especially in the areas of math and ELA.

For math exam scores, 9<sup>th</sup> and 10<sup>th</sup> grade students achieved an 8% increase in the Proficient and Advanced categories on the Algebra I California Standards Test (CST). For the CAHSEE math exam, an 11% increase was demonstrated by 10<sup>th</sup> grade students over the previous years' score.

For CST exam Proficient and Advanced ELA scores, 10<sup>th</sup> graders had a 9% overall increase over the past three years and 9<sup>th</sup> grade students were close behind with an 8% increase. Unfortunately, 11<sup>th</sup> grade JGHS students experienced a 1% reduction in Proficient and Advanced scores between 2012 – 13. However, over the past three years 11<sup>th</sup> grade scores rose from 36% in 2011 to 40% currently.

There were no scores reported for Benchmark Exams, because the Benchmark Exams for JGHS are being reconfigured into more Smarter Balanced Assessment Consortium (SBAC) format questions. A team of teachers have met for professional development at the District to review and differentiate between answers that "passed" versus those that "lacked demonstration of mastery." However, data for the new Benchmark Exams were not yet available for publication.

The staff, faculty, and administration of JGHS attribute improved test scores to a variety of academic and instructional strategies, interventions, and other school and District-level endeavors. These undertakings are described and elaborated upon in one of three focus areas: Math, ELA, and general support.

To improve achievement in math, a variety of efforts are in place. A math enrichment course is in place. CAHSEE prep boot camps and mock tests are offered. The iReady program is also in place to help support struggling students. District-level math Teachers on Special Assignment (TOSAs) are in place to help JGHS teachers with best instructional strategies and support students in improving their mathematical skills and abilities. Moreover, the District trains school-based Common Core leads who in turn impart their newly-acquired knowledge to the teachers during specified staff development time.

ELA is another important discipline focus area. JGHS is now offering an ELA Enrichment course. Programs offered include Reading Plus and Read 180. Also offered is a 7<sup>th</sup> period Credit Recovery class for 10<sup>th</sup> graders who failed 1<sup>st</sup> semester ELA 10. As with math, District-level ELA TOSAs assist JGHS teachers with best instructional practices and help students in improving their reading, writing, and comprehension skills.

The District supports JGHS through various mechanisms. For example, the District has provided various types of professional development, including training in transitioning from CST to SBAC testing. The District also provides training and support with successful AVID strategies, with the strong expectation being that the strategies will be used in all classes throughout the campus. Lesson design and release teacher days are also provided.

JGHS strives to maintain and further its students' academic achievements. There is a Professional Learning Community (PLC) format being established, Response to Intervention (RtI) is the model utilized for students with learning and behavior needs, and a Positive Behavior Intervention Support (PBIS) team and Link Crew are putting into places systems for improved to improve student behavior. There are activities to celebrate student success, including special luncheons for students who score Proficient or Advanced on the CAHSEE, top academic scholars are recognized at pep rallies, and special fun days are developed for students who achieve Proficient or Advanced on CSTs.

### **Area 3**

**Within the scope of an academically rigorous and relevant program, increase the number of students who are eligible and prepared for a four-year university and career opportunities by 5% annually over the next three years and maintain consistent growth thereafter.**

36% of the JGHS graduating class of 2014 successfully completed A-G eligibility

coursework. There is a noticeably improved culture on campus to push more students into taking and added supports for A-G courses.

Numerous examples of JGHS promoting its college-going culture can be found throughout the campus. For example, an increased awareness of A-G requirements is evidenced by posters in classrooms and throughout campus, by counselors promoting A-G, and by additional A-G class offerings. Student focus groups are conducted to make students more aware of A-G.

Other campus endeavors support a college-going culture at JGHS. The faculty recently revised the Mission/Vision statement and ESLRs to reflect the new Common Core State Standards (CCSS) and focus on graduation requirements. A college awareness/equal access opportunity event was held in October 2014, in which all students (depending on their grade) took some type of CollegeBoard exam to identify each students' strengths and uncover areas for improvement. To college-bound students who seek eligibility to play sports at the collegiate level, the NCAA 16 core courses are offered.

Increased attention is directed towards the AVID program structure through more class offerings and students participating. Thirty-three JGHS teachers attended an AVID Summer Institute over the past summer. The Southeast Academy (SEA) offers AVID to its freshman. AVID senior ambassadors mentor non-AVID students in the college admission process.

Academic interventions are in place to prepare more students for college, university, and career opportunities. English Learner (EL) students take a double block of EL classes. Increased support for Academic Language Development (ALD) is available. Credit recovery is offered through adult school classes, the E2020 online learning program, summer school, and extra tutoring opportunities on campus. Finally, an intervention, or student success counselor, is now available to meet with 9<sup>th</sup> and 10<sup>th</sup> grade students who are struggling academically.

To promote college and career partnerships, there is increased articulation between the school and Cerritos and Cypress colleges. Twelfth grade students attend Senior Preview Days at both schools. A new program called Teacher Trac allows students to jointly attend JGHS and Cerritos College. Cypress College utilizes the Extended Opportunity Program and Services (EOPS) pathway program. Moreover, the district hosted a college/career expo on the JGHS campus in which 55 college and/or career representatives provided information in both English and Spanish; 352 JGHS students were in attendance. Army and Navy military reps are on campus at least once a week. The school reports more CSU and UC representatives on campus. Upward Bound tutors from CSULB visit the JGHS campus regularly.

Other programs are in place to promote a college-going campus. A

representative from the Adelante Program spoke at a college/career readiness assembly and discussed how to be successful after graduation from high school. 9<sup>th</sup> graders take a year-long Seminar for Success course, in which students learn about career choices, goal setting, and technology.

Monitoring the academic progress and success of JGHS graduates is also important. To that end, the school has contracted with the National Student Clearinghouse (NSC). Using NSC services, the staff of JGHS will be able to track graduates who enter post-secondary educational institutions. The goal will be increase the number of college- and university-attending JGHS graduates.

#### **Area 4**

**Increase school spirit, morale, and a positive perception of JGHS both on and off campus as evidenced by increased student, staff, and community participation in school events and activities.**

In meetings and interviews with the staff of John Glenn High School, the Visiting Committee observed a positive school spirit and collaboration among the staff members with respect to teacher-administration interactions. The majority of staff members expressed the belief that school spirit and morale at JGHS have greatly improved under the current leadership of the school. The leadership of the Norwalk-La Mirada Unified School District demonstrated its understanding of a shift in culture and practice in the implementation of new district initiatives and the involvement of local stakeholders in the implementation of these initiatives.

The Visiting Committee believes that the school administration has actively worked to improve the safety and appearance of the physical plant by installing a closed-circuit camera system, remodeling the Multi-Purpose Room (MPR), getting adequate lighting for the gym, updating the football field, landscaping, and improving the track and field area. According to the 2013 student survey administered by the school, 86% of the 371 students surveyed agree or somewhat agree that JGHS's campus is clean and well maintained, and 72% of teachers responded similarly, according to teachers' surveys. Stakeholders are given greater access for involvement in the school programs and parents are afforded opportunities to support the success of their child. Parents are given the opportunity to be involved in a variety of programs such as English Learner Advisory Council (ELAC), Parent-Teacher-Student Association (PTSA), and School Site Council (SSC). Parents and students have access to PowerSchool, Schoology, Blackboard, and Connect ED. The principal's newsletter is issued in both English and Spanish, as most other written information that is mailed home to students.

With respect to community involvement, JGHS reported to the Visiting Committee that numerous community events and partnerships have been established. There is a baseball kickoff dinner, for example, that includes community members and various other fundraisers are held in partnership with local businesses. Pacific Clinics has partnered with JGHS to provide students with school-based counseling services.

Additionally, JGHS was selected as one of the six schools to partner with the Society of Manufacturing Engineers (SME), and Educational Foundation's Partnership Response in Manufacturing Education (PRIME) initiatives. JGHS will begin participating in the PRIME program beginning in the 2015-16 school year.

Students are afforded many opportunities to be involved on campus and in the community. Academy for Careers Education (ACE) students visit a nearby elementary school each week to tutor students and foster mentorship. In 2013-14, Transportation Careers Academy Program (TCAP) students participated for the first time in the Solar Boat Races at Skinner Lake in Temecula. The Drama Club works with the elementary and middle schools to provide "Made Up Stuff Workshops" and has student representatives attend the California Thespian Festival each year. The JGHS Band performs at nearby elementary and middle schools, and it also participates in several community events such as the annual Halloween parade. AVID ambassadors regularly assist students with the college application workshops, and they participate in other school-based events and activities as well.

Part of the culture of John Glenn High includes honoring students for excellence in behavior, academics, and the arts in many ways. JGHS has implemented STAR tickets and PBIS lessons to promote positive behavior on campus. Link Crew, ACE, Cheer, AVID, California Scholarship Federation (CSF) and other programs provide ways to promote leadership and give back to the community.

## **Area 5**

### **Improve effective, professional communication between staff, administration, students, parents, and other stakeholders.**

The Visiting Committee noted the many ways that JGHS uses technology to communicate information: JGHS website, Parent Portal, emails, Connect ED, Blackboard Connect, Schoology, Twitter, Facebook, and Remind101. The JGHS website hosts a great deal of information about the school that parents and students have access to. Information about CCSS and other school related programs can also be found on that site. Furthermore, the website is used by departments and programs such as Fine Arts and Link Crew to display student work and announce upcoming events. Senior Corner keeps seniors apprised of what is going on for upcoming graduates. The JGHS site provides a school calendar, which includes late-start days, holidays, and all other school events.

JGHS has a parent room available for parents to access technology on campus. The Collaborative Action Process for Student Success (CAPSS) meetings allow all stakeholders to provide input when a student is having difficulty with academics. Local Guidance meetings do the same for discipline concerns and Student Attendance Review Team (SART) for attendance concerns.

Communication among administration and teachers are facilitated through email,

Google Docs, the JGHS website master calendar, and feedback from instructional walk-throughs. Departments are given release days and time during late-start days to meet and discuss issues that are subject-specific. The current administration has an open-door policy and makes time to have discussions with teachers and students alike. Collaboration across departments to increase student success and to build capacity and proficiency in the analysis of student-related data will continue to be important.

Students can use PowerSchool to access grades and monitor their own achievement. The school uses fliers, mailers, phone calls, and/or handouts to provide students with detailed information about upcoming events and dates. Students at JGHS believe that teachers effectively communicate information to them and their school makes effort to engage parents and other stakeholders in the school programs.

## **Area 6**

### **Develop and implement a systematic data analysis protocol schoolwide.**

The Visiting Committee found that data is used throughout the school to provide test scores, determine student placement and provide other important information. Departments are encouraged to use data to drive instruction, to make sure students are in the correct placement, and to provide appropriate accommodations and modifications to the curriculum. However, a systematic plan to train staff in data dialogue needs to be implemented to support PLCs and drive instruction.

The Visiting Committee found examples of data analysis in the World Languages department (placement tests) and in the Physical Education department (fitness testing data to drive instruction). Special Education teachers utilize data from Student Education Information System (SEIS) by creating Passports to help general education teachers; Passports are documents that clarify accommodations and modifications for each student with special needs.

Class analysis data are included in the yearly Stull Bill meeting between teachers and their assigned administrators. Counselors use data to place students in classes and interventions. Administration uses discipline and attendance data analysis to drive the need for positive intervention and attendance information.

JGHS has indicated a strong need for a schoolwide data analysis protocol. The Visiting Committee agrees that there is a strong need for a data protocol. They have begun to look at data through the lens of "Here's What, Now What, and So What" which are part of a data analysis system, based on Rick Dufour's work of Common Assessment and Data. It was introduced to staff in the fall, however, more training and application is needed to ensure teachers understand and use the data to drive instruction once it is collected.

Additionally, JGHS needs to continue self-auditing throughout the school year so that staff can better identify progress, improvement and growth. A PLC Guiding Coalition

has been formed with teacher leaders and to support implementation of schoolwide PLC structures.

The Visiting Committee found there is an ongoing effort to place students in classes that directly align with their individual learning needs. Class and student data, such as grades and test scores, guide teachers in identifying students who may need additional support, tutoring, and mentoring. Students that need additional academic support have reinforcements and scaffolds to help them, for example, after school tutoring, schedule modifications, special classes.

## **Area 7**

### **Develop and implement a pyramid of interventions over the next three years.**

Through observation and interviews, the Visiting Committee recognizes that JGHS is in the initial stages of fully implementing an RtI Team since the last WASC visit. Staff have created a three-tier pyramid of interventions, specifically designed for the school and students. This pyramid includes all of the services and supports in the school to target and support student learning. Staff members were introduced to the RtI process and professional development has been designed to support implementation schoolwide. New learning support strategies include Connect Ed and AVID Strategies. JGHS added a Student Success Counselor, who actively works with at-risk students and focusing on freshmen and sophomores. The first Freshmen Group Intervention was held this year, with 51 struggling students identified and participated. Link Crew peer leaders also volunteered in this event to help support these freshmen.

The school identified the CAPSS process as a three-level framework for providing differentiated instruction and appropriate interventions, documenting and monitoring progress, and determining if Special Education services are warranted. This is a collaborative effort that involves the general education teacher, the Special Education teacher, parents, counselors, and administration. In order to continue strengthening the successful implementation of interventions, JGHS needs to work toward better identification of students who need interventions, and connect students with the correct resources that will help support their learning. Additionally, JGHS teachers need more training in understanding how to utilize services.

In 2013, the NLMUSD began a districtwide movement to introduce PBIS as a means of creating more positive school climate at all of the school sites. As a result, the JGHS PBIS Team was formed. The PBIS team worked to design and implement lessons that focused on positive student behaviors. The school adopted the motto, "Respect Yourself, Respect Others, Respect Property," and the PBIS team designed several lessons around these three core areas to be presented to students. Peer tutors (Link Crew, AVID) and other programs support and guide students behaviorally.

Academically, students are supported in many ways. Students have access to high-level classes and after-school tutoring. In ELA, new programs such as ALD, Read

180, Reading Plus, and iReady are in place to assist and aid students who are struggling academically. In mathematics, struggling students who need Rtl tier two or three interventions benefit from iReady and the math enrichment classes. JGHS CAHSEE scores increased in both ELA and math, which is credited to students receiving these interventions and supports.

Discipline data (referrals, suspensions and expulsions) indicate there has been a significant decline in discipline issues at JGHS over the last few years, with referrals dropping to 407 from the high of 1,837 in 2010-11 and 1,488 in 2012-13 - a decrease of 1,430 in referrals. JGHS attributes this positive change in discipline to the PBIS lessons being implemented campus-wide, along with the a change in data input. Additionally, the increase in school spirit and morale can also be tied to the schoolwide Rtl and PBIS work.

**B. Priority and/or Additional Areas for Improvement: Identify and note any areas that need to be given priority for the school's ongoing improvement. (This may also include additional critical areas for follow-up.)**

Additional Critical Area for Follow-Up:

- The Visiting Committee recommends the school add one more Action Plan goal relating to the continued improvement of communication and collaboration among staff, students, parents, and the community.

Priority Areas:

- Incorporate specific tasks and timelines for each of the Action Plan goals in order to better monitor progress in each area.
- Ensure that the increased use of effective instructional strategies and increased student learning be the focal points of professional development activities.
- Define roles and responsibilities to ensure that teachers are involved with the planning and implementation of professional development in order to facilitate growth as teacher-leaders.