

Anna M. Glazier Elementary School

10932 E. Excelsior Drive • Norwalk, CA 90650 • (562) 863-8796 • Grades TK, K-5

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



Norwalk-La Mirada Unified School District

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School Description

Welcome to Glazier Elementary School, home of the Gladiators, where we have made great progress toward increasing student achievement through our challenging academic and enrichment programs. Glazier Elementary is an exciting learning community that is student-centered and provides an engaging environment. As a Title I school, we are committed to providing the best-quality education using the most effective instructional practices to boost student achievement. Our school has been designated as a Star school on the California Business for Education Excellence (CBEE) Honor Roll for two consecutive years. Glazier has shown evidence of closing achievement gaps and increasing proficiency rates among minority students. Over the last seven years, Glazier has exceeded annual state targets and has shown significant growth across all subgroups. We are very proud of this prestigious honor and will continue to provide our best practices and standards-based instruction to our students.

In 2013–2014 our staff implemented reading strategies to increase comprehension in all subject areas. A Collaborative Leadership Team comprised of administrators, literacy coaches, and teachers worked with literacy consultants to create a balanced literacy program for all levels that includes read-aloud, shared reading, guided reading, independent reading, customized small-group instruction, and writing. In math, Cognitive Guided Instruction (CGI) and math routines have been embedded in our daily math block to increase fluency and understanding of mathematical skills. Our instructional program includes the implementation of Systematic English Language Development (ELD) and Academic Language Development (ALD), which provides explicit language instruction to our students. This program is designed to increase our students' language skills and fluency. Glazier implemented professional development as we transitioned to the Common Core State Standards and utilized newly developed and revised curricular units in both Language Arts and Math. A school-wide intervention block called Response to Intervention (RtI) is incorporated in our daily schedule to target areas of need for all of our students. Technology-based programs and tools such as Smartboards and iPads have been integrated in the program to target instruction. The i-Ready online program provides teaching and assessment tools for students to use both at school and at home to individualize and target instruction based on each student's academic needs.

Our Gladiators have been immersed into the wonderful world of the Arts. Glazier provides music instruction to all of our students in Kindergarten through 5th Grade. Our "Music Hall" curriculum focuses on Rhythm and Movement activities where students use a variety of instruments. Glazier also offers music classes in Strings (violin, viola, cello, ukulele). Glazier offers choir and the recorder classes after school. Glazier Elementary has been a lab school for the Music in Education in National Consortium. This partnership enabled our staff to design and implement a rich music-infused curriculum across the grade levels. Through our "Meet the Masters" program, students and teachers are enriched with the Visual Arts by studying famous artists and creating their own masterpieces. We are extremely proud of our students and continue to see an increase in student achievement as a result of the Arts implementation.

Our Glazier Certificated and Classified staff firmly believes in a Positive Behavior Support model whereby Glazier students are celebrated for exhibiting behaviors that are T.R.R.F.C.C. (Trustworthy, Respectful, Responsible, Fair, Caring, Citizenship). Students are recognized for demonstrating mastery and/or improvement in citizenship through our Student of the Month program. Students are also recognized as Golden Gladiators for making positive choices in all areas of the campus. By targeting our instructional practices and extracurricular activities, our staff and families are contributing to creating well-rounded children.

Parent involvement has been a key factor to increasing student achievement at Glazier. Parents are encouraged to volunteer in the classroom and on academic excursions, participate in school events (i.e. performances, Read Across America, Red Ribbon Week, Food Drives, fundraisers, Spring Festival, etc.), attend conferences and parent education classes offered on site, and participate in leadership through our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). Our partnership continues to grow stronger every year and the staff at Glazier are honored to have such an involved community. We are proud to be Gladiators!

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 863-8796.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1.2
Hispanic or Latino	89.8
Native Hawaiian/Pacific Islander	0.2
White	3.3
Two or More Races	1.8
Socioeconomically Disadvantaged	86.8
English Learners	20.2
Students with Disabilities	9.2

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	86
Gr. 1	72
Gr. 2	84
Gr. 3	87
Gr. 4	78
Gr. 5	91
Total	498

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			
Anna M. Glazier Elementary School	12-13	13-14	14-15
Fully Credentialed	20	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Anna M. Glazier Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 2014, December

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected:

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	52	38	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	54	49	52	54	54	54	56	55
Math	72	67	65	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	9	8	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.1	25.6	16.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	55	
All Student at the School	38	
Male	46	
Female	31	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	37	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	34	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	21	9	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	14	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	37	7	-16
English Learners	27	-15	-4
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Glazier has many opportunities for parents to participate on our campus. Our staff encourages parent participation and assistance to enhance our program success. Parents can join our School Site Council, which works with the administration to assist in making financial decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts. The ELAC group sponsors campus beautification days, when parents work to maintain our garden and plant flowers around the grounds with their children. Our Parent-Teacher Association (PTA) works collaboratively to volunteer, participate, and raise funds for many of the student events occurring on campus (i.e. spring festival, theater and music performances, Red Ribbon Week, Read Across America, Playworks, etc.) Our room parents' coordinate parent volunteers to assist with special projects in the classroom and school. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences during the school year to learn about student achievement and the wonderful programs offered at Glazier. Additionally, parents have multiple opportunities to get involved in our parent workshops and organizations offered through our school and District. For more information about participating at our school, please visit our website: www.glazierelementary.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

Supervision staff members monitor the school grounds for 30 minutes before and 20 minutes after school as well as at all recesses and at lunchtime. Administration, teachers, and support staffs regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main gate and sign in at the office, where they receive a visitor's sticker to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised on May 2014. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available in the office for parents to view. We share the plan with all staff during a school wide staff meeting. We practice fire, earthquake, and lockdown drills at least three times a year (fire drills occur once a month).

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.3	1.8	0.6
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	28.3	23	17	0	1	3	3	3	1	0		
Gr. 1	27	23	17	0	1	2	4	3	3	0		
Gr. 2	27.7	21	29	0	1		3	3	3	0		
Gr. 3	29.5	29	28	0			4	3	3	0		
Gr. 4	33	26	27	0	1	1	1	2	2	2		
Gr. 5	34	26	28	0	1	1	0	3		2		2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9477.84	3283.10	6194.74	77394.89
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			2.3	6.2
Percent Difference: School Site/ State			32.1	11.6

Types of Services Funded at Anna M. Glazier Elementary School

Professional Development provided for Teachers at Anna M. Glazier Elementary School

On-site Professional Development: Every first and third Wednesday of the month, teachers are provided professional development in the areas of instruction, assessment, and collaborative culture. On-site professional development is mirrored with the district plan for instruction and assessment. A minimum of one day a month, instructional support staff collaborates with the principal to ensure they are clear on the expectations and their role in supporting student achievement. Off-site Professional Development: The school district provides teachers with ongoing professional development. This training is provided to support teachers with the implementation of district-wide initiatives. Teachers and administrator attend conferences that support the growth in Professional Learning Communities and Interventions.