

# Anna M. Glazier Elementary School

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

Dr. Susan Newcomb, Principal

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<http://www.glazierelementary.org>



## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Norwalk-La Mirada Unified**

**School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
[www.nlmusd.org](http://www.nlmusd.org)

### District Governing Board

Jude Cazares

**Board President**

Jesse Urquidi

**Board Vice President**

Darryl R. Adams

**Board Member**

Chris Pflanzler

**Board Member**

Karen Morrison

**Board Member**

Ana Valencia

**Board Member**

Jorge Tirado

**Board 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

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. Glazier has shown evidence of closing the achievement gaps and increasing proficiency rates among minority students.

In 2018–2019 our staff implemented Common Core curriculum to increase comprehension in all subject areas. A Collaborative Leadership Team comprised of administrators, literacy coaches, and teachers worked cohesively 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. Math Practices and routines have been embedded in our daily math block to increase fluency and understanding of mathematical skills. Our instructional program includes the implementation of 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 into our daily schedules to target areas of need for all of our students. Technology-based programs and tools such as Smartboards, Chromebooks, and iPads have been integrated into our instructional programs to target instruction. Programs and use of research-based programs such as iReady, RAZ Kids, AR, and TRC provide 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 on a weekly basis in Transitional Kindergarten through 5th Grade. Our curriculum focuses on Rhythm and Movement activities, in which students use a variety of instruments, such as recorders, flutes, and rhythm sticks. Additionally, Glazier offers an amazing musical theater program which culminates in an elaborate stage production in the Fall and Spring. Historically, 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. In 2019-20, we have created certificates to acknowledge monthly Perfect Attendance awards. These focal points 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

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	87
Grade 2	84
Grade 3	88
Grade 4	82
Grade 5	77
<b>Total Enrollment</b>	<b>531</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.6
Asian	2.1
Filipino	1.3
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.2
White	2.1
Two or More Races	1.9
Socioeconomically Disadvantaged	89.3
English Learners	23.4
Students with Disabilities	13.6
Foster Youth	1.3
Homeless	21.5

### 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 for Anna M. Glazier	17-18	18-19	19-20
With Full Credential	23	26	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

#### Teacher Misassignments and Vacant Teacher Positions at Anna M. Glazier Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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: 2019-September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 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: 98.96%

Site well maintained clean.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 01/22/2013

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
<b>Interior:</b> Interior Surfaces	Good	91.67%
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	100%
<b>Electrical:</b> Electrical	Good	100%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100%
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	100%
<b>Structural:</b> Structural Damage, Roofs	Good	100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	37	46	47	50	50
Math	30	31	32	35	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.6	16.9	9.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	237	231	97.47	36.80
Male	127	124	97.64	34.68
Female	110	107	97.27	39.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	212	206	97.17	36.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	202	97.12	36.14
English Learners	70	64	91.43	31.25
Students with Disabilities	30	29	96.67	31.03
Students Receiving Migrant Education Services	--	--	--	--
Homeless	99	97	97.98	2.02

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 2018-19 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	237	236	99.58	30.93
Male	127	126	99.21	34.13
Female	110	110	100.00	27.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	212	211	99.53	30.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	208	207	99.52	28.99
English Learners	70	69	98.57	28.99
Students with Disabilities	30	29	96.67	34.48
Students Receiving Migrant Education Services	--	--	--	--
Homeless	99	99	100.00	0.00

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 2019-20)

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 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. 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, 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](http://www.glazierelementary.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**

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. 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, shelter in place, and lockdown drills on a rotational basis once per month.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	
Other	1.0

\* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		5		24		5		25		5	
1	26		3		23	1	2		25		2	
2	26		3		23		4		25		4	
3	27		2		26		3		25		3	
4	32		1	2	23	1	2		31		1	2
5	32		2	1	30		3		27	1		2
Other**	11	1							12	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

On-site Professional Development: Every first and third Wednesday of the month, teachers are provided professional development in the areas of instruction, assessment, socio-emotional learning, and collaborative culture. On-site professional development is mirrored with the district plan for instruction and assessment. A minimum of one day a month, iSite Intervention Team collaborates with the principal to ensure priorities are established, progress is monitored, and they are clear on the expectations and their role in supporting student achievement. Off-site Professional Development: The school district provided teachers with ongoing professional development. This training is provided to support teachers with the implementation of district-wide initiatives including Common Core state standards, new curriculum and units of study, assessment development, and establishing Professional Learning Communities. Teacher leaders and administrator attend training that support the growth in PLCs and developing plans for academic interventions. Teachers are provided follow up days for planning with support by district Instructional Coaches. The School Site Council approved a contract with Growing Educators to provide on-site support days for teachers. Each teacher receives 6 days of training in 1.5 hour intervals, plus 6 sessions during Professional Development Wednesdays. Their focus has increased the fidelity of implementing Writer's Workshop and CGI Math.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12987.15	3725.51	8508.78	94859.33
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.5	7.2
School Site/ State	12.5	14.5

Note: Cells with N/A values 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.



**Types of Services Funded**

Glazier's professional development focuses on the new Common Core State Standards, curriculum, and strategies to support the successful implementation of the standards. We have placed particular focus on our English Language Learners, Socioeconomically Disadvantaged, and Special Education subgroups. Grade level teams worked intensely with each other and with an Instructional coach to plan effective lessons and engage in Lesson Study, a researched-based instructional practice, to increase student achievement. In addition to professional development conducted two times per month, teachers and administration met formally times a year to analyze data, review student progress, and propose interventions. Glazier has a structured Response to Intervention (RtI) model during the school day in which students are leveled according to academic need and Next steps include building student rotations between teachers within the grade level, based on needs. Additionally, the iTOSA and RtI tutors as well as Cerritos College tutors work collaboratively with teachers to provide targeted interventions for students at each level. As a result of research that had shown the Visual & Performing Arts to be tools for increasing student achievement, Glazier had implemented a music program for all students K-5 where students increase focus strategies, build collaboration among peers, and develop mathematical critical thinking skills. Music was also offered to students outside of the school day, thanks to the Glazier PTA.

**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.