

# 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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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Norwalk-La Mirada Unified

#### School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
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#### District Governing Board

Karen Morrison

#### Board President

Norma Amezcua

#### Board Vice President

Jude Cazares

#### Board Member

Jose Rios

#### Board Member

Chris Staples

#### Board Member

Jorge Tirado

#### Board Member

Jesse Urquidi

#### Board Member

#### District Administration

John Lopez

#### Superintendent

Dr. Patricio Vargas

#### Assistant Superintendent -

#### Educational Services

Estuardo Santillan

#### Assistant Superintendent, Business

#### Services

Dr. Michael Gotto

#### 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.

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 created certificates to acknowledge monthly Perfect Attendance awards and to acknowledge classrooms and grade levels for attendance excellence. These focal points are contributing to creating well-rounded children. In Spring, 2020, Glazier Staff received the California PBIS Community Cares award for outstanding efforts during the COVID-19 school closures.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	84
Grade 2	89
Grade 3	79
Grade 4	93
Grade 5	87
Total Enrollment	529

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.9
Asian	1.7
Filipino	1.1
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.2
White	3
Two or More Races	2.6
Socioeconomically Disadvantaged	88.3
English Learners	22.3
Students with Disabilities	12.9
Foster Youth	0.8
Homeless	46.3

### 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	18-19	19-20	20-21
With Full Credential	26	24	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	18-19	19-20	20-21
With Full Credential	♦	♦	830
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	14

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

Indicator	18-19	19-20	20-21
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 2020-21)

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: August 2020

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)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	47	N/A	50	N/A
Math	31	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 (School Year 2020-2021)**

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 staff regularly review the rules for safe, responsible behavior in school and on the playground. In the 2019-20 school year we implemented a closed campus policy to ensure we monitored who came onto campus and to help maximize bell-to-bell instruction. 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.5	3.7	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

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	2
Resource Specialist (non-teaching)	
Other	1

\*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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		25		5		21	2	2
1	23	1	2		25		2		23		3
2	23		4		25		4		24		3
3	26		3		25		3		30		2
4	23	1	2		31		1	2	35		2
5	30		3		27	1		2	36		2
Other**					12	1			20	3	2

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	37

During the 20-21 school year, the Distance Learning schedule and the revised teaching contract allowed for expanded PD days.. On-site Professional Development changed from 2 hour time frames every first and third Wednesday of the month, to weekly one hour sessions. Teachers are provided professional development in the areas of instruction, assessment, socio-emotional learning, Distance Learning/Tech supports, and collaborative culture. On-site professional development is mirrored with the district plan for instruction and assessment. A minimum of one day a month, Site Intervention Team and the Site Leadership 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 robust Professional Learning Communities. Teacher leaders and administrator attend trainings 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. During the 2018-19 and 2019-20 school years, a contract with Growing Educators was approved to provide on-site support days for teachers. Each teacher received 6 days of training in 1.5 hour intervals, plus 6 sessions during Professional Development Wednesdays. Their focus increased the fidelity of implementing Writer's Workshop and CGI Math. The Distance Learning schedule in the 2020-21 shifted the focus toward universal responses to support academic growth and social-emotional connections.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,842	\$52,484
Mid-Range Teacher Salary	\$85,033	\$81,939
Highest Teacher Salary	\$111,551	\$102,383
Average Principal Salary (ES)	\$140,662	\$129,392
Average Principal Salary (MS)	\$161,068	\$136,831
Average Principal Salary (HS)	\$144,834	\$147,493
Superintendent Salary	\$288,282	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	34.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13342.54	3959.68	9382.86	97151.42
District	N/A	N/A	9878.33	\$92,057
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.1	5.4
School Site/ State	19.1	13.8

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



### **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, 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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.