

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



La Gloria Elementary

Address: 220 Elko St. Gonzales, CA 93926-0238

Principal: Mr. Mark Demick, Principal

Phone: (831) 675-3663

Email: mdemick@gonzales.k12.ca.us

Web Site: www.gonzalesusd.net

CDS Code: 27754736066955

Gonzales Unified

Superintendent: Yvette Irving

Phone: (831) 675-0100

Email: yirving@gonzales.k12.ca.us

Web Site: www.gonzalesusd.net



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Gonzales Unified
 Phone Number: (831) 675-0100
 Superintendent: Yvette Irving
 E-mail Address: yirving@gonzales.k12.ca.us
 Web Site: www.gonzalesusd.net

School Contact Information Most Recent Year

School Name: La Gloria Elementary
 Street: 220 Elko St.
 City, State, Zip: Gonzales, CA 93926-0238
 Phone Number: (831) 675-3663
 Principal: Mr. Mark Demick, Principal
 E-mail Address: mdemick@gonzales.k12.ca.us
 Web Site: www.gonzalesusd.net
 County-District-School
 (CDS) Code: 27754736066955

School Description and Mission Statement (School Year 2018-19)

Vision: Together with families of diverse cultures we aim to provide opportunities for students to lead enriching lives and become positive, caring members of their families and communities.

Mission Statement:

To create a safe environment with high expectations so that all students can achieve their greatest potential, intellectually, socially, and emotionally.

School Profile

La Gloria Elementary School is located in the southern region of Gonzales and serves students in grades Transitional Kindergarten through Fourth Grade following a traditional calendar.

803 students were enrolled at La Gloria during the 2017 -2018 school year.

All students receive a high quality, standards-based education that fosters academic success. Dedicated and highly qualified staff use a variety of research-based strategies and techniques to provide opportunities for students to acquire the skills and concepts to exceed state proficiency standards and experience success in the learning community. Staff training on integrating technology into the curriculum combined with an ongoing emphasis in reading, language arts, and math, supports the school's efforts to build a solid instructional foundation to meet the current learning needs of La Gloria Elementary's students.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	169
Grade 1	164
Grade 2	151
Grade 3	159
Grade 4	160
Total Enrollment	803

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	0.4%
Asian	
Filipino	0.4%
Hispanic or Latino	98%
Native Hawaiian/Pacific Islander	
White	0.9%
Two or More Races	0.4%
Socioeconomically Disadvantaged	86.7%
English Learners	65.3%
Students with Disabilities	10.8%
Foster Youth	1.1%

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

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential		45	42	111
Without Full Credential		1	1	5
Teaching Outside Subject Area of Competence (with full credential)		0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	1
Vacant Teacher Positions	1	0	1

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: July 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Grades K - 4: SRA McGraw Hill CA Imagine It! 2009; Scholastic Read 180/S44 NG 2012	Grades K - 4: SRA McGraw Hill Imagine It! 2009; Scholastic Read 180	0%
Mathematics	Grades K-4: Houghton Mifflin CA Go Math 2015	Grades K-4: California Go Math Houghton Mifflin - 2014	0%
Science	Grades K-3: SRA McGraw Hill Imagine It! Science Curriculum Connections 2009 Grade 4: MacMillan McGraw Hill CA Science 2008	Grades K-4: SRA/McGraw Hill Imagine It! Science Curriculum Connections 2009; Grade 4: MacMillan McGraw Hill California Science 2008	0%
History-Social Science	Grades K-3: SRA CA Imagine It! 2009 History/Social Science Curriculum Connections; Grades 3-4: MacMillan/McGraw Hill CA Vistas Series 2007 Grade 3 and 4: California Vista Series - Macmillan/McGraw Hill - 2007	Grades K-3: SRA/McGraw Hill Imagine It! History/Social Science Curriculum Connections 2009; Grade 3 and 4: Macmillan/McGraw Hill California Vista Series 2007	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The district's maintenance department inspects La Gloria School on an annual basis in accordance with Education Code 17592.72(c)(1). La Gloria school uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent inspection took place this July 2018.

The Monterey County Office of Education Team visited La Gloria Elementary School on September 4, 2018 and reviewed the District's William's Act Facility Inspection Tool (FIT) Report

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: July 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 Facility Rate

Month and year in which data were collected: July 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	28%	36%	32%	28%	48%	50%
Mathematics (grades 3-8 and 11)	28%	31%	16%	15%	37%	38%

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	326	99.69%	36.20%
Male	162	162	100.00%	29.63%
Female	165	164	99.39%	42.68%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	321	320	99.69%	35.63%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	293	99.66%	33.45%
English Learners	239	238	99.58%	34.03%
Students with Disabilities	55	55	100.00%	12.73%
Students Receiving Migrant Education Services	27	26	96.30%	19.23%
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	327	100.00%	30.58%
Male	162	162	100.00%	30.25%
Female	165	165	100.00%	30.91%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	321	321	100.00%	30.22%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	294	100.00%	27.89%
English Learners	239	239	100.00%	29.29%
Students with Disabilities	55	55	100.00%	10.91%
Students Receiving Migrant Education Services	27	27	100.00%	29.63%
Foster Youth	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9			

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.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2018-19)

Parents may participate in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, the school marquee, flyers, website (www.gonzalesusd.net), Facebook (www.facebook.com/LaGloriaElementaryGonzalesCa) and Coffee Klatch Meetings (monthly with the administration) as well as parent educational meetings.

Contact the principal at (831) 675-3663 for more information on how to become involved in your child's education.

Opportunities to Volunteer include:

Classrooms, School events, School Carnival

Committees:

School Site Council, English Learner Advisory Council, Migrant Parent Advisory Committee, Parent Teacher Community Association.

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.

Suspensions and Expulsions

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.90	0.77	0.47	7.33	4.88	5.82	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.24	0.08	0.20	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

The La Gloria Elementary School Comprehensive School Site Safety Plan was developed in collaboration with Local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedure, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and the dress code policy. Staff training is provided in on-line and in-person venues. The school site safety plan is reviewed, and updated annually. All updates are brought forward to LGES leadership team and all staff through staff development meetings, and to the School Site Council and ELAC meetings on an annual basis. The Comprehensive Safety Plan is revised and updated every year prior to March 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	22	1	8	
1	22	2	5	
2	24		7	
3	24		8	
4	24	1	7	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	21	2	7	
1	22		7	
2	22		7	
3	23		7	
4	25	1	7	
Other**	8	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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	21	2	6	
1	20	1	7	
2	24		6	
3	22		6	
4	23	1	6	
Other**	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.67	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	.67	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	2	N/A
Other	4.33	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7736	\$1429	\$6307	\$75514
District	N/A	N/A	\$9486	\$73420
Percent Difference – School Site and District	N/A	N/A	-33.51%	2.85%
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A	-45.38%	5.77%

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

Types of Services Funded (Fiscal Year 2017-18)

The supplemental funds available to La Gloria Elementary School include: Title I basic Grant Part A, Title I Migrant Part C, Title III Immigrant, and Title III Limited English Proficient. These funds support students by providing a Migrant Service Aide and Instructional Aides, Saturday Academy and Summer School for Migrant Students, intervention programs and staff to support struggling learners, and Professional Development to support teachers in meeting the needs of various learners within our school community.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43237	\$45681
Mid-Range Teacher Salary	\$71758	\$70601
Highest Teacher Salary	\$102629	\$89337
Average Principal Salary (Elementary)	\$120123	\$110053
Average Principal Salary (Middle)	\$128100	\$115224
Average Principal Salary (High)	\$134387	\$124876
Superintendent Salary	\$185807	\$182466
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For each of the previous school years, the district has calendared 4.5 days of district professional development for all teachers. Additional days are scheduled as needed to meet various needs as determined by student assessment data, discipline and attendance data, Instructional Rounds (walk-through) data, safety needs, and surveys.

In 2018 - 2019 school year, primary areas of focus will be on SBAC testing analysis and high leverage strategies (TBD), as well as, professional development associated with the new ELA adoption. Math instruction will be focused on on-line tools (Go Math and Dream Box). Continued refresher courses will focus on GLAD, collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180, System 44 and PBIS training. Training will be primarily delivered within the district by local experts; however, outside consultant will be brought in to support all areas listed. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, discipline/behavior, and safety.

In the 2017 -2018 school year, primary areas of focus for staff development will be Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180/iRead Implementation training and coaching, Next Generation Science Standards (NGSS), Positive Behavioral Intervention and Supports Tier 2 Training (PBIS), 40 Developmental Assets Training, Safety Training for intruder on campus, . State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training will be primarily delivered within the district by local experts; however, an outside consultants will be brought in to support all areas listed. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, discipline/behavior, and safety.

In the 2016-17 school year, primary areas of focus for staff development were these: Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180 training and coaching, Next Generation English Language Development Standards (NGELD), Positive Behavioral Intervention and Supports Tier 1 Training (PBIS), and 40 Developmental Assets Training. State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training was primarily delivered within the district by local experts; however, an outside consultant was brought in for 40 Developmental Assets Training teachers and administration attended training sponsored by the County Office of Education for PBIS and NGELD. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, and for discipline/behavior.

In the 2015-16 school year, primary areas of focus for staff development were these: Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), Gradual Release of Responsibility, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180 training and coaching, Next Generation English Language Development Standards (NGELD), Systematic Instruction with Anita Archer, and 40 Developmental Assets Training. State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training was primarily delivered within the district by local experts; however, outside consultants were brought in for 40 Developmental Assets Training and Systematic Instruction Training. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, and for discipline/behavior.

In addition to these Professional Development focus areas, La Gloria Elementary School provides teachers two hours weekly for ongoing collaboration and professional development support within the contractual work day. This time is designated for grade level collaboration, including lesson planning, assessment development and data analysis; vertical team collaboration; and other professional development as deemed necessary through ongoing data analysis and teacher surveys.

Teachers at La Gloria Elementary School are provided ongoing coaching and support through three Teachers on Special Assignment: an Academic Coach, an Intervention Specialist, and a Bilingual/Migrant Resource Teacher. These specialists provide in class coaching and modeling, small group collaborative planning and peer observation, and assist with the facilitation of teacher collaborative meetings and data analysis.