

# Anna M. Glazier Elementary School

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

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<http://www.glazierelementary.org>



## 2015-16 School Accountability Report Card Published During the 2016-17 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

Sean M. Reagan Board President  
Chris Pflanzler Board Vice President  
Darryl R. Adams Board Member  
Margarita L. Rios Board Member  
Karen Morrison Board Member  
Jesse Urquidi Board Member  
Ana Valencia Board Member

#### District Administration

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**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 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 2015–2016 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 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 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 Transitional 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 Flutes, Choir, and Rhythm Crew. Additionally, Glazier offers an amazing musical theater program which culminates in an elaborate stage production in the Spring. 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

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	78
Grade 2	62
Grade 3	89
Grade 4	85
Grade 5	79
<b>Total Enrollment</b>	<b>524</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	2.3
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0
White	2.9
Two or More Races	1
Socioeconomically Disadvantaged	84
English Learners	22.1
Students with Disabilities	4.4
Foster Youth	1.1

### 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	14-15	15-16	16-17
With Full Credential	21	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Anna M. Glazier Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* "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

2015-16 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	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	0.0

\* 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 2016-17)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA 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: Macmillan/McGraw Hill – Science, adopted 2008 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: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### 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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100% -Good
<b>Interior:</b> Interior Surfaces	X			91.67%
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			100%
<b>Electrical:</b> Electrical	X			100%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100%
<b>Structural:</b> Structural Damage, Roofs	X			100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
<b>Overall Rating</b>	Exemplary	Good	Fair	Poor
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	30	32	43	46	44	48
Math	18	16	25	29	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	37	50	30	54	52	47	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	27.7	21.7

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	84	83	98.8	30.1
Male	49	49	100.0	34.7
Female	35	34	97.1	23.5
Hispanic or Latino	73	72	98.6	27.8
Socioeconomically Disadvantaged	68	68	100.0	29.4
English Learners	15	15	100.0	13.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	90	100.0	24.4
	4	85	84	98.8	30.9
	5	84	83	98.8	42.2
Male	3	40	40	100.0	22.5
	4	38	38	100.0	15.8
	5	49	49	100.0	44.9
Female	3	50	50	100.0	26.0
	4	47	46	97.9	43.5
	5	35	34	97.1	38.2
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	84	84	100.0	25.0
	4	76	75	98.7	30.7
	5	73	72	98.6	38.9
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	79	79	100.0	25.3
	4	68	68	100.0	26.5
	5	68	68	100.0	42.6
English Learners	3	17	17	100.0	
	4	20	20	100.0	25.0
	5	15	15	100.0	20.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	90	100.0	23.3
	4	85	85	100.0	15.3
	5	84	83	98.8	7.2
Male	3	40	40	100.0	22.5
	4	38	38	100.0	18.4
	5	49	49	100.0	8.2
Female	3	50	50	100.0	24.0
	4	47	47	100.0	12.8
	5	35	34	97.1	5.9
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	84	84	100.0	23.8
	4	76	76	100.0	14.5
	5	73	72	98.6	5.6

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	79	79	100.0	24.1
	4	68	68	100.0	16.2
	5	68	68	100.0	5.9
English Learners	3	17	17	100.0	5.9
	4	20	20	100.0	15.0
	5	15	15	100.0	6.7
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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. 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](http://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. There is a full time Playworks Coach provided in partnership with NLMUSD through the LCAP. 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 January 2016. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.6	0.9	2.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	88.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	29	31	31	3				4	4		1	
1	25	31	31				3	2	2			
2	29	28	28				3	3	3			
3	28	29	29				3	3	3			
4	31	25	25				2	3	3			
5	35	30	30					3	3	2		

### Professional Development provided for Teachers

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 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9853.39	2530.21	7323.19	86,690.71
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-0.9	8.0
Percent Difference: School Site/ State			29.0	16.8

\* Cells with ♦ do not require data.

### **Types of Services Funded**

During the 2014-2015 school year, Glazier's professional development focused on the new Common Core State Standards, curriculum, and strategies to support the successful implementation of the standards. As a school in year two of Program Improvement, we placed a particular focus on our English Language Learner, Latino, Socioeconomically Disadvantaged, and Special Education subgroups. Grade level teams worked intensely 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 structured a Response to Intervention (RtI) model during the school day in which students were leveled according to academic need and rotated between teachers within the grade level. Additionally, RtI tutors worked 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 amongst peers, and develop mathematical critical thinking skills. Music was also offered to students outside of the school.

### **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.