

Portola-Butler Continuation High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Portola-Butler Continuation High School |
| Street | 760 Broadway Street, King City |
| City, State, Zip | CA 93930-3311 |
| Phone Number | 831-385-4661 |
| Principal | Steve James |
| E-mail Address | sjames@smcjuhsd.org |
| Web Site | http://www.portolabutlerhs.org/ |
| CDS Code | 27660682730083 |

| District Contact Information | |
|-------------------------------------|--|
| District Name | South Monterey County Joint Union High School District |
| Phone Number | 831.385.0606 |
| Superintendent | Brian Walker |
| E-mail Address | bwalker@smcjuhsd.org |
| Web Site | www.smcjuhsd.org |

School Description and Mission Statement (School Year 2017-18)

Portola-Butler High School is the continuation high school for the South Monterey County Joint Union High School District, which includes two comprehensive high schools with a total district enrollment of approximately 2300 plus students. Portola-Butler High School is located in King City, an agricultural community in the southern part of Monterey County. The school was established at the district offices in 1971, but has since been located on the property of King City High School. Portola-Butler High School was formerly Los Padres High School, then was renamed in honor of one of the school's late founding teachers, Candy Butler. In 2010 the name was modified and is now known as Portola-Butler Continuation High School.

Students, who are at least 16 years of age, and in grades 10, 11 and 12, attend Portola-Butler High School in order to make up units that were missed at the comprehensive site(s), or as an alternative path to finishing high school. The educational programs at the school are designed to allow students to accelerate their learning and offers the student the opportunity to graduate on time. During the 2015-2016 school year, nearly 90 students were enrolled at Portola-Butler High School.

Mission: The mission of Portola-Butler Continuation High School is to provide a safe, challenging environment where students become a community of learners who develop knowledge, confidence, and independence to realize their academic and creative potential, develop respect and tolerance for others, and become involved and responsible citizens.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 10 | 1 |
| Grade 11 | 19 |
| Grade 12 | 41 |
| Total Enrollment | 61 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 0 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 91.8 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 3.3 |
| Two or More Races | 3.3 |
| Socioeconomically Disadvantaged | 85.2 |
| English Learners | 36.1 |
| Students with Disabilities | 4.9 |
| Foster Youth | 1.6 |

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 | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 4 | 3 | | |
| Without Full Credential | 0 | 1 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments * | 0 | 0 | |
| Vacant Teacher Positions | 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 2017-18)

Year and month in which data were collected: October 2015

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Reading/Language Arts | Glencoe ELA Series (2002) Literature Platinum-Prentice Hauglin (2002) Literature Gold-Hauglin (2003) | Yes | 0.0 % |
| Mathematics | Mathematics Vision Project (MVP) (2015) Consumer Math (2003) | Yes | 0.0 % |
| Science | Modern Biology. Holt, Rinehart and Wiston. 2002 Earth Science. McDougall Littell. 2005 | Yes | 0.0 % |
| History-Social Science | Houghton Mifflin (World History) Patterns of Interaction (2006) McDougall Littell (US History) T he Americans (2006) McDougall Littel Economics (2007) Prentice Hall American Government (2006) | Yes | 0.0 % |
| Health | Glencoe Health (2002) | Yes | 0.0 % |

School Facility Conditions and Planned Improvements (Most Recent Year)

The District ensure that all of the schools in SMCJUHSD are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014, and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has four portable classrooms, bathrooms, and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance performs the necessary preventative maintenance to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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 overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: April 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | | X | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | |
| Structural: Structural Damage, Roofs | | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: April 2016 | | | | |
|--|-----------|------|------|------|
| Overall Rating | 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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 11 | 7 | 55 | 45 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | | 0 | 13 | 13 | 36 | 37 |

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 28 | 28 | 100 | 7.14 |
| Male | 17 | 17 | 100 | 11.76 |
| Female | 11 | 11 | 100 | 0 |
| Hispanic or Latino | 28 | 28 | 100 | 7.14 |
| Socioeconomically Disadvantaged | 24 | 24 | 100 | 8.33 |
| English Learners | 13 | 13 | 100 | 0 |
| Students with Disabilities | -- | -- | -- | -- |
| 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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 29 | 29 | 100 | 0 |
| Male | 18 | 18 | 100 | 0 |
| Female | 11 | 11 | 100 | 0 |
| Hispanic or Latino | 29 | 29 | 100 | 0 |
| Socioeconomically Disadvantaged | 25 | 25 | 100 | 0 |
| English Learners | 14 | 14 | 100 | 0 |
| Students with Disabilities | -- | -- | -- | -- |
| 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 Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | -- | -- | 32 | 26 | 56 | 54 |

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

No Career Technical Education Programs were offered at Portola-Butler in 2015-2016. However, students are able to access the classes at King City or Greenfield High Schools. In addition, our students can enroll in CTE courses through Hartnell Community College.

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 91.8 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person: Steve James, Ed.D

Contact Phone Number: (831) 385-4661

Portola-Butler High School encourages parents to be active in their student’s education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of Portola-Butler High School. Our business community and local civic organizations have a long history providing our students with opportunities to grow and learn through community service hours.

The following are examples of current parent involvement opportunities:

- School Board Meetings
- Parent Teacher Conferences
- WASC Focus Groups
- School Site Council
- English Learner Advisory Committee
- LCAP Stakeholder Meetings
- Parent/Counselor Meetings

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 21.3 | 22.6 | 50 | 10.1 | 9.8 | 11.6 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 66.25 | 67.74 | 29.31 | 84.78 | 84.93 | 83.83 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 39.34 | 84.77 | 87.11 |
| Black or African American | 0 | 100 | 79.19 |
| American Indian or Alaska Native | 0 | 100 | 80.17 |
| Asian | 0 | 100 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 39.66 | 83.9 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 86.57 |
| White | 0 | 72.73 | 90.99 |
| Two or More Races | 100 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 37.5 | 86.22 | 85.45 |
| English Learners | 23.08 | 51.64 | 55.44 |
| Students with Disabilities | 0 | 61.67 | 63.9 |
| Foster Youth | 0 | 0 | 68.19 |

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 7.1 | 9.8 | 17.0 | 7.9 | 7.7 | 11.7 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

Portola-Butler Continuation High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site’s comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school’s physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to eachers of dangerous students; discipline, nondiscrimination/ harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually and approved by the Board of Trustee's.

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2010-2011 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 50 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 5 | 31 | | | 9 | 15 | | | 12 | 9 | | |
| Mathematics | 5 | 14 | | | 5 | 10 | | | 12 | 4 | | |
| Science | 4 | 15 | | | 2 | 8 | | | 12 | 2 | | |
| Social Science | 7 | 32 | | | 5 | 36 | | | 10 | 9 | | |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.4 | 45.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist | 0.2 | N/A |
| Other | 0.0 | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 6253.49 | 526.17 | 6779.66 | 85559.50 |
| District | N/A | N/A | 8024.85 | 76703.19 |
| Percent Difference: School Site and District | N/A | N/A | -15.5 | 11.5 |
| State | N/A | N/A | \$6,574 | \$77,535 |
| Percent Difference: School Site and State | N/A | N/A | 3.1 | 10.3 |

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general State funding, during the 2015-2016 school year Portola-Butler received the following funding:

Title I, Part A

Title II, Part A/Teacher Quality

Title III, Part A Limited English Proficient (LEP) and Immigrant Funds

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | \$46,060 |
| Mid-Range Teacher Salary | | \$70,769 |
| Highest Teacher Salary | | \$98,039 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | \$127,576 |
| Superintendent Salary | | \$170,379 |
| Percent of Budget for Teacher Salaries | 30% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Advanced Placement (AP) Courses (School Year 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional development opportunities were offered to all teachers within the district, including Portola-Butler High School teachers. The professional development specifically focused on the implementation of best practices as outlined in the Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

Teachers have also participated in professional development related to implementation of the Common Core State Standards (CCSS), WASC planning and development and Professional Learning Communities. Our math teacher has also received professional development in the math Vision Project (MVP) curriculum.