

# Portola-Butler Continuation High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.



### Dr. Steven James, Director

Principal, Portola-Butler Continuation High

#### About Our School

Portola-Butler is a place where students have a unique opportunity to be responsible for their success. Here they can achieve their goal of a high school diploma in a smaller setting with highly qualified, caring teachers and support staff. The curriculum is rigorous and relevant and prepares our students to be college and/or career ready. Every student has enrolled at PBHS for his/her own reasons, yet each person has the desire to earn enough credits to graduate, receive a diploma and make a positive start toward a successful future. When you make responsible choices everyday, you will reach your goals. We are eager to help you on your path of completing your education and facing the new challenges that await you.

#### Contact

Portola-Butler Continuation High  
760 Broadway St.  
King City, CA 93930-3311

Phone: 831-385-4661  
E-mail: [sjames@smcjuhsd.org](mailto:sjames@smcjuhsd.org)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	South Monterey County Joint Union High
<b>Phone Number</b>	(831) 385-0606
<b>Superintendent</b>	Dr. Daniel Moirao
<b>E-mail Address</b>	<a href="mailto:dmoirao@smcjuhsd.org">dmoirao@smcjuhsd.org</a>
<b>Web Site</b>	<a href="http://www.smcjuhsd.org">www.smcjuhsd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Portola-Butler Continuation High
<b>Street</b>	760 Broadway St.
<b>City, State, Zip</b>	King City, Ca, 93930-3311
<b>Phone Number</b>	831-385-4661
<b>Principal</b>	Dr. Steven James, Director
<b>E-mail Address</b>	<a href="mailto:sjames@smcjuhsd.org">sjames@smcjuhsd.org</a>
<b>Web Site</b>	<a href="http://www.portolabutlerhs.org/">http://www.portolabutlerhs.org/</a>
<b>County-District-School (CDS) Code</b>	27660682730083

*Last updated: 1/17/2017*

### School Description and Mission Statement (School Year 2016-17)

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.

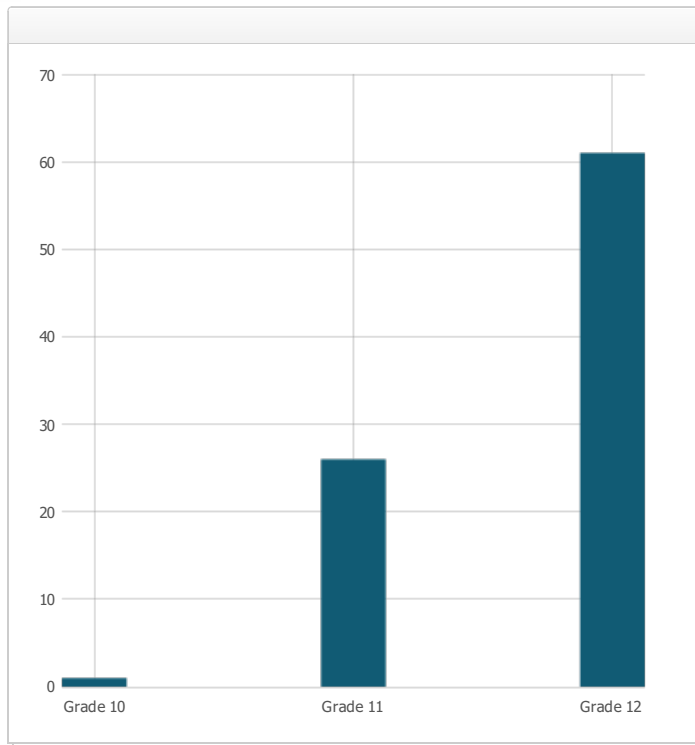
Students, who are at least 16 years of age, and in grades 10, 11 and 12, attend Portola-Butler High School in order to make up units that were missed at the comprehensive site(s), or as an alternative path to finishing high school. The educational programs at the school are designed to allow students 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.

*Last updated: 1/17/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 10	1
Grade 11	26
Grade 12	61
<b>Total Enrollment</b>	<b>88</b>



*Last updated: 1/17/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	93.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	5.7 %
Two or More Races	1.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.5 %
English Learners	40.9 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

*Last updated: 1/18/2017*

## A. Conditions of Learning

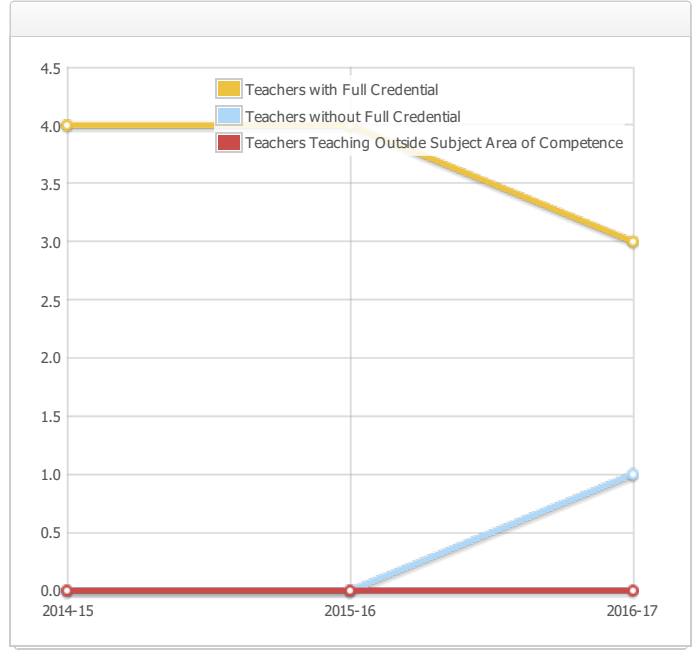
### State Priority: Basic

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

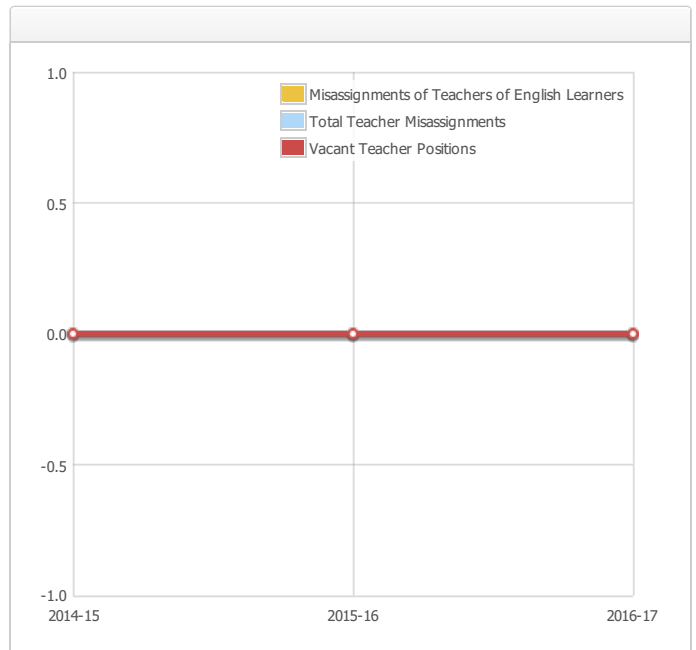
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	4	3	93
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 1/18/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: 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.

Last updated: 1/18/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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. McDougal Littell. 2005	Yes	0.0 %
History-Social Science	Houghton Mifflin (World History) Patterns of Interaction (2006) McDougal Littell (US History) The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006)	Yes	0.0 %
Foreign Language	None		0.0 %
Health	Glencoe Health (2002)	Yes	0.0 %
Visual and Performing Arts	NONE		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/18/2017

## School Facility Conditions and Planned Improvements

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.

*Last updated: 1/18/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Good
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*Last updated: 2/10/2017*

## 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	11.0%	40.0%	55.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	9.0%	13.0%	34.0%	36.0%

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.

*Last updated: 1/17/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	39	35	89.7%	11.4%
Male	23	21	91.3%	14.3%
Female	16	14	87.5%	7.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	32	91.4%	9.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.8%	10.0%
English Learners	14	14	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

*Last updated: 1/17/2017*



**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	39	35	89.7%	--
Male	23	21	91.3%	--
Female	16	14	87.5%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	32	91.4%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.8%	--
English Learners	14	14	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

*Last updated: 1/17/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	30.0%	32.0%	26.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/17/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

*Last updated: 1/17/2017*

**Career Technical Education Programs (School Year 2015-16)**

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.

*Last updated: 2/10/2017*

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/17/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	91.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage 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.

Last updated: 1/18/2017

## 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 2016-17)

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 of 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

*Last updated: 2/10/2017*

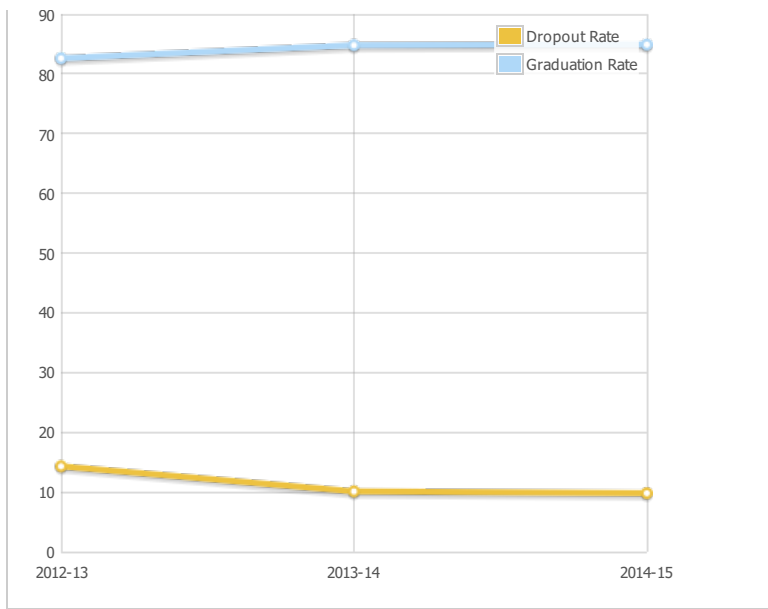
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.3%	10.1%	9.8%	14.3%	10.1%	9.8%	11.4%	11.5%	10.7%
Graduation Rate	82.60	84.80	84.90				80.44	80.95	82.27

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



Last updated: 1/17/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	71	88	85
Black or African American	0	67	77
American Indian or Alaska Native	0	100	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	73	88	84
Native Hawaiian or Pacific Islander	0	0	85
White	0	93	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	72	96	77
English Learners	62	72	51
Students with Disabilities	64	92	68
Foster Youth	--	--	--

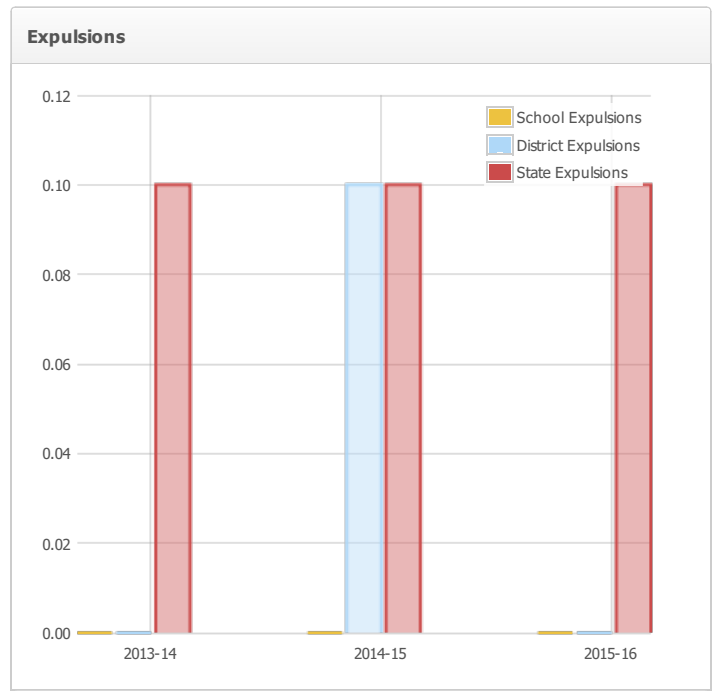
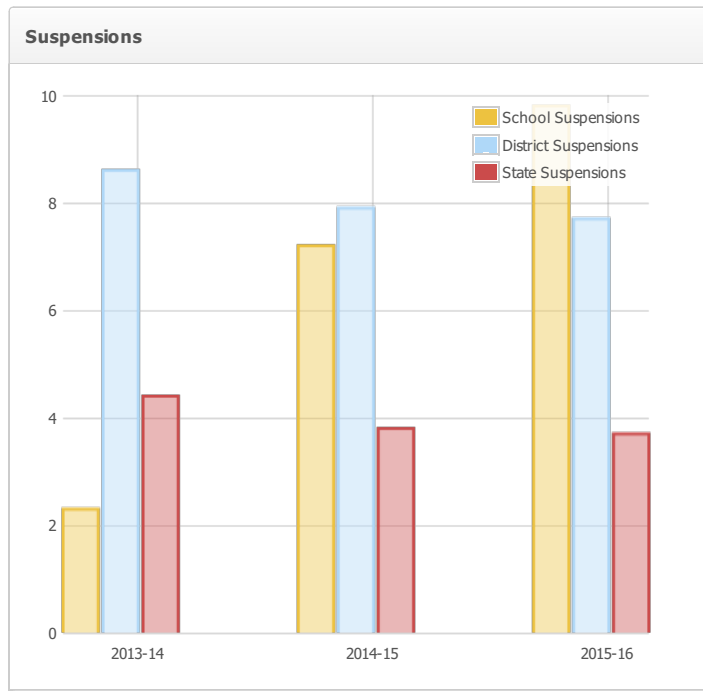
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	7.2	9.8	8.6	7.9	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

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 teachers of dangerous students; discipline, non-discrimination/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.

Last updated: 2/10/2017



## 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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 2/10/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/17/2017

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	3	2	0	5.0	31	0	0	10.0	4	0	0
Mathematics	24.0	1	2	0	5.0	14	0	0	12.0	2	0	0
Science	13.0	3	0	0	4.0	15	0	0	10.0	2	0	0
Social Science	25.0	2	0	1	7.0	32	0	0	8.0	5	0	0

\* 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.

Last updated: 2/13/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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 (non-teaching)	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.

Last updated: 1/17/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3629.9	--	\$3629.9	\$84319.0
District	N/A	N/A	\$3547.7	\$73648.0
Percent Difference – School Site and District	--	--	20.0%	14.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/18/2017

## Types of Services Funded (Fiscal Year 2015-16)

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

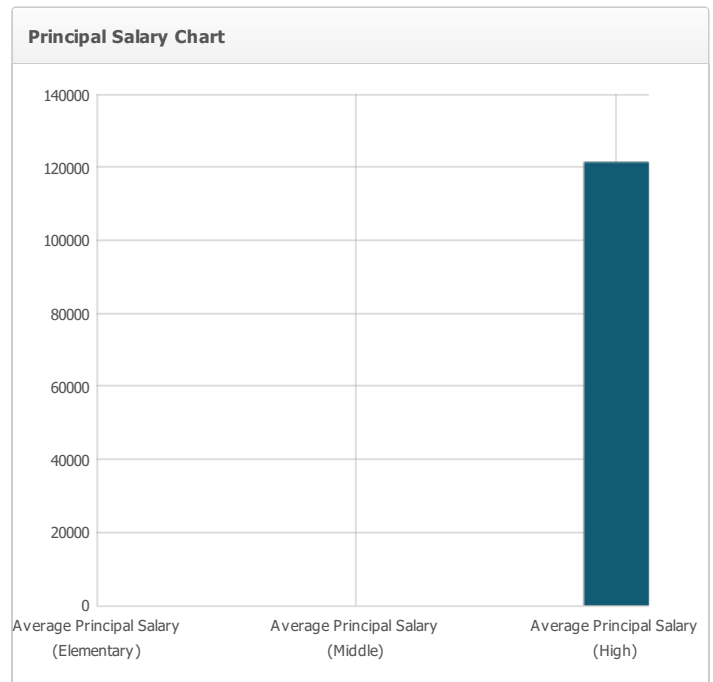
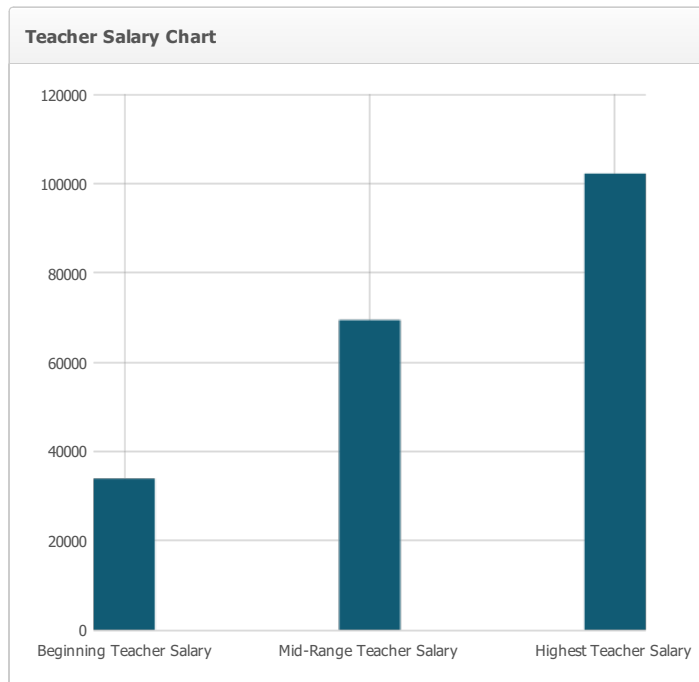
- Title I, Part A
- Title II, Part A/Teacher Quality
- Title III, Part A Limited English Proficient (LEP) and Immigrant Funds

Last updated: 2/13/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,896	\$45,265
Mid-Range Teacher Salary	\$69,392	\$72,281
Highest Teacher Salary	\$102,188	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$121,413	\$127,317
Superintendent Salary	\$174,000	\$168,625
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/17/2017

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
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		--

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

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

*Last updated: 1/17/2017*

## Professional Development

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.

*Last updated: 2/10/2017*