

La Cumbre Junior High School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

La Cumbre Junior High School

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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

School Description and Mission Statement (School Year 2010-11)

La Cumbre Junior High School is Santa Barbara's oldest intermediate school. It first opened in 1928 as a junior high school serving grades 7-9. Today, after serving from 1993 until 2002 as a middle school, La Cumbre now serves grades 7-8. Over the last 80 years, more than 30,000 students have graduated from our school.

La Cumbre is a standards-driven and standards-based school with high expectations for all students and comprehensive support programs. Teachers use sound instructional strategies to meet the differing needs of their students. Programs that provide students with individualized instruction include leveled mathematics offerings ranging from pre-algebra through algebra and geometry, Gifted and Talented Education, Core Knowledge, Special Day/Resource, and English language development. The English learner population

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receives support through a Specially Designed Academic Instruction in English (SDAIE) program. Seventh grade language arts and social studies classes have been integrated into two- and three-period offerings. Elective courses such as video production, performing arts, band and instrumental music, industrial technology, and foreign languages, provide all students opportunities to pursue individual interests. Additional opportunities for school involvement, such as Leadership and Associated Student Body (ASB), allow students to develop a deeper sense of service to classmates and the community. The After School Education and Safety (ASES) program brings extended day activities to a quarter of the student body. Opportunities include academic support, fitness, dance, theater, crafts, cooking, and sports Monday through Friday, until 5:30 p.m. The Character Counts! program builds and promotes positive character traits school-wide. La Cumbre also offers an evening program for students and parents Monday through Thursday from 5-7 p.m. Academic tutorial is provided for students, and fitness, carpentry, cooking, sewing, English, and counseling is provided for parents. The motivated student can keep productively involved from 7:30 a.m. until 7:00 p.m. daily.

With over 175 computers available on campus for students and teachers, La Cumbre uses technology as a vital tool to forward its educational focus, working in conjunction with content classes to enhance learning. Three computer labs and a bank of reference computers in the library provide ample opportunity for students to use technology to further their academic pursuits. For compiling research or accessing references and information, students have access to the labs and the library before, during, and after school.

La Cumbre teachers, academic counselors, administrators, and support staff exhibit strong work ethics and dedication to students. Their commitment inspires confidence in our families that their children are receiving the necessary skills to become healthy, well adjusted, and productive individuals.

Mission:

La Cumbre Junior High School, in partnership with parents and the community, will provide professional instruction and guidance so that students will:

- achieve academic excellence;
- understand and respect diversity;
- balance individual interests and civic responsibilities;
- participate in an increasingly technological society;
- assume responsibility for their own learning and development.

We believe that school improvement and enhanced student achievement begins with a philosophical orientation that quality education must include success for all students and be built on principles of equality and a respect for human diversity. La Cumbre Junior High School holds these values:

- It is every student's and teacher's right to have a physically and emotionally safe, positive learning/working environment. Students and staff have a right to learn/work in a setting free from harassment and discrimination based on their race, religion, color, gender, national origin, or sexual orientation.
- A commitment to a standards-based educational system assures educational rigor for all students.
- A commitment to equity ensures that all students develop the knowledge and skills needed to participate effectively in community life as workers, citizens, parents, leaders, and role models for future generations.

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A systemic approach to school improvement, addressing a wide range of variables in the educational environment (e.g. governance, finance, staff development, teaching practices, assessment, and outreach), increases a school's capacity to foster the maximum achievement of all students.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Ms. Jo Ann Caines, principal

Contact Person Phone Number: (805) 687-0761

Parents are seen as key contributors to the quality of services at La Cumbre. Our PTA is an active partner in building strong communications between home and school by holding monthly meetings, sending out a monthly newsletter, by providing volunteers to support varied school activities, and by raising funds for our curricular and co-curricular programs. The School Site Council, made up of students, parents, and staff representatives, meets monthly to assist in the development, evaluation, and financial support of our instructional program. The School Site Council is active in assessing school needs and in the creation of the school's Single Plan for Student Achievement. Our English Learner Advisory Committee meets monthly to inform themselves of school activities and procedures and to discuss ways parents can help students succeed in school. Parent education is offered working parents through an evening tutorial program.

Parents and guardians are always welcome on campus and opportunities for volunteering are numerous. A call-out phone system sends out timely announcements about school activities, meetings, and events.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	294
Grade 8	248
Total Enrollment	542

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.7%
Asian	0.4%
Filipino	0.4%
Hispanic or Latino	83.6%
Native Hawaiian/Pacific Islander	0.0%
White	12.9%
Two or More Races	1.1%
Socioeconomically Disadvantaged	72.1%
English Learners	61.8%
Students with Disabilities	14.8%

Average Class Size and Class Size Distribution

Subject	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	24.7	11	13	3	26.6	8	15	6
Mathematics	24.3	9	9	1	25.1	7	17	1

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Science	30.8	1	5	7	30.3	1	8	6
Social Science	29.5	0	2	0	31.8	0	2	2

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2010

Date Last Discussed with Staff: March 2010

La Cumbre has a disaster preparedness plan that is reviewed with all staff in the fall before the beginning of each school year. The plan includes regularly scheduled monthly emergency drills. These include fire drills, drop and cover earthquake drills, shelter in place, and lock-down/Code Red drills. All students are trained on the various drills no later than by the end of October. A comprehensive district-wide drill is conducted each March. All staff is involved in a variety of emergency response teams and specific tasks are assigned to each team to perform in the event of a disaster. Two-way radios, cell phones, and walkie-talkies are all utilized for communication purposes. Each classroom has directions for evacuation and emergency procedures posted in compliance with the Fire Marshall's expectations. A Safe Schools Committee reviews the plan periodically and makes changes as necessary. A full review, including the use of a needs assessment distributed to staff, students, and community members is conducted every three years.

Key elements of La Cumbre's School Safety Plan include: procedures for emergencies, disaster preparedness plans, health and safety of "fragile" students, reporting procedures to Child Protective Services, drugs and alcohol education, hate crimes/harassment sexual harassment training, student behavior expectations, and a violence prevention kit useful to law enforcement agencies.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.7	0	0.9	7.1	8.6	7.4
Expulsions	0.8	0.2	0.4	0.4	0.4	0.4

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

The physical environment of the school reflects our pride and commitment to quality education. The effects of La Cumbre's recent modernization, with funding provided by the voter approved Measure V bond, can be seen campus-wide with new paint, new bathrooms, new exterior lighting, improved heating systems, new alarms, updated Physical Education locker rooms, state of the art lights and sound systems in the auditorium, and many Americans with Disabilities Act related improvements. A friendly office staff welcomes students, parents, and visitors.

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Our first priority is to provide a safe, orderly and clean space for students and staff. Before and after school and lunchtime supervision is provided. Staff is assigned to designated areas to provide supervision to ensure a safe school environment at all times. In addition, faculty supervises the hallways during passing periods. A campus supervisor supported by administrative staff patrols the campus throughout the school day to assist students, parent/guardians and staff and to monitor unauthorized community access. All visitors to campus are asked to check in and register at the school office.

La Cumbre has adequate space for classrooms and staff. There are permanent classrooms, a large auditorium, a library, a cafeteria, and a multi-purpose room. A busy custodial staff is committed to campus beautification, maintaining the classrooms, and keeping the buildings and grounds clean and beautiful. District maintenance personnel attend to the school on scheduled maintenance days on a work order or special summer projects basis. Emergency repairs are given the highest priority.

School Facility Good Repair Status (2011-12)

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)			√	Window sash failing on east side. Glazing missing or dried up on some frames. Paint peeling on west side of building.
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			Asphalt needs repair and recoat.
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	26	24	25	446
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	4	8	5	15

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Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	9	5	5
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	99.20%	0.80%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	98.16%	1.84%

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 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	387
Library Media Teacher (librarian)	1.0	---
Psychologist	0.6	---
Health Aide	1.0	---
Healthy Start Family Liaison	1.0	---
Youth Service Specialist	1.0	---
Medi-Cal Counselors	2.0	---

One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Holt, Rinehart and Winston: <i>Literature and Language Arts, 2003</i> Intervention Program: Scholastic: <i>Read 180 California Enterprise Edition, 2009</i>
Mathematics	Holt, Rinehart and Winston: <i>Holt California Mathematics, 2008</i> , CPM Educational Program: <i>Algebra Connections, 2008</i> Pearson Prentice Hall: <i>Prentice Hall Mathematics California Algebra Readiness, 2009</i>
Science	Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i>
History-Social Science	Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i>
Foreign Language	Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> McDougal, Littell & Company: <i>Discovering French, Nouveau!</i>
Health	Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>
Visual and Performing Arts	No textbooks used

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10,940	\$4,554	\$6,387	\$59,456
District			\$5,719	\$65,217
Percent Difference Between School Site and District			+12%	-9%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			+17%	-16%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

La Cumbre receives categorical funding from several main sources: Economic Impact Aid, which helps support English learner students; Title I, which supports low-achieving, high poverty students; Title III Limited English Proficient Student Program for English learners; and School Improvement Program, which is used to assist the school in improving its instructional program. These funds provide many interventions and services to La Cumbre including a reading teacher, a performing arts consultant, an instructional assistant in the English learner program,

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a computer technician, intervention classes to support the instruction of content standards, additional teacher time for algebra students, as well as the purchase of equipment and materials such as computers, calculators, books and other instructional supplies.

Additionally, California High School Exit Exam funding is available to support at-risk students by providing voluntary before-school, after-school, and Saturday tutorial classes.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	49%	52%	58%	58%	62%	64%	49%	52%	54%
Mathematics	57%	53%	62%	40%	43%	46%	46%	48%	50%
Science	69%	61%	59%	60%	61%	63%	50%	54%	57%
History-Social Science	43%	36%	44%	52%	55%	56%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	58%	62%	59%	44%
Male	56%	63%	64%	50%
Female	62%	62%	52%	37%
Hispanic or Latino	52%	57%	53%	39%
White	93%	91%	92%	81%
Socioeconomically Disadvantaged	50%	57%	54%	37%
English Learners	44%	52%	47%	29%
Students with Disabilities	80%	46%	27%	33%

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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.70%	25.90%	32.10%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	7	6
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	41	-7	18
Hispanic or Latino	55	-10	18
White	-5		
Socioeconomically Disadvantaged	61	-8	10
English Learners	59	1	22
Students with Disabilities		76	63

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	516	800	7,543	808	4,683,676	778
Black or African American	3		119	742	317,856	696
American Indian or Alaska Native	4		44	832	33,774	733
Asian	2		298	926	398,869	898
Filipino	2		41	877	123,245	859
Hispanic or Latino	431	772	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	0		6		26,953	764
White	66	961	2,971	898	1,258,831	845
Two or More Races	6		188	925	76,766	836
Socioeconomically Disadvantaged	371	763	2,826	701	2,731,843	726
English Learners	317	745	2,304	674	1,521,844	707

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Students with Disabilities	87	757	933	555	521,815	595
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Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2011-2012
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		54.5%

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.