



Park Avenue Elementary School School Accountability Report Card Reported Using Data from the 2012-13 School Year Published During 2013-14



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 webpage 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.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Park Avenue Elementary School
Street	100 Morton St.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 822-5265
Principal	Robert Pogue
E-mail Address	rpogue@ycusd.k12.ca.us
CDS Code	51-71464-6053425

District Contact Information	
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Web Site	www.ycusd.k12.ca.us
Superintendent	Nancy Aaberg
E-mail Address	naaberg@ycusd.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Park Avenue Elementary students come from the southeastern sector of Yuba City. Many parents select Park Avenue Elementary School as a "school of choice" for their children. Park Avenue Elementary School's many programs maintain high expectations for student achievement and offer experiences for students in the form of high quality first instruction, after school programs, supplemental instructional materials, intervention programs, and support services. Park Avenue Elementary implements "Best Practices" in K-5 education including: RtI, data analysis & collaboration, ongoing professional development and collaboration time, data-driven instruction, core curriculum implementation with fidelity, student and teacher access to technology to enhance instruction, site-based leadership, and informal classroom observations by administration for instructional coaching. Our mission at Park Avenue Elementary School is to provide students with the skills, concepts, problem solving abilities, and self confidence necessary to be successful and productive members of society. The staff of Park Avenue Elementary School is dedicated to the creation of a learning environment which fully develops potential and fosters a lifelong desire for learning.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Contact Person Name: Laurie Harbison

Contact Person Phone Number: 530 822-5265

Park Avenue Elementary School provides a successful educational experience for children due to extensive partnerships with both parent and community groups. Activities and instructional opportunities for students, parents, and community members include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Park Avenue Parent Teacher Organization (PAPTO)
- Community Read-Ins
- Migrant Student Support
- Primary Intervention Program
- School Readiness and Even Start Programs
- On-site California State Preschool
- After-School academic, enrichment, and recreation classes
- Parent Education Programs
- Band and Orchestra Opportunities
- In addition, the Yuba City Fire Department, Yuba City Police Department, Yuba City Lions Club, and Yuba City Rotary participate in the school on an ongoing basis.

III. Student Performance

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>.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45	46	42	56	58	58	54	56	55
Mathematics	52	51	54	51	52	52	49	50	50
Science	40	38	34	54	57	59	57	60	59
History-Social Science	N/A	N/A	N/A	44	43	45	48	49	49

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	52	59	N/A
All Student at the School	42	54	34	N/A
Male	34	54	44	N/A
Female	49	54	25	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	38	51	35	N/A
Native Hawaiian/Pacific Islander				N/A
White	53	68		N/A
Two or More Races	75	67		N/A
Socioeconomically Disadvantaged	42	54	34	N/A
English Learners	24	41	5	N/A
Students with Disabilities	30	37		N/A
Students Receiving Migrant Education Services	23	64		N/A

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 2012-13)

The California Physical Fitness Test (PFT) 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, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0	35.4	24.6

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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/>.

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 ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	3	3
Similar Schools	8	8	8

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	25	2	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	28	5	-16
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	25	2	-12
English Learners	29	4	-17
Students with Disabilities			

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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	315	759	9,101	806	4,655,989	790
Black or African American	4		165	738	296,463	708
American Indian or Alaska Native	3		60	797	30,394	743
Asian	5		1,643	840	406,527	906
Filipino	0		58	859	121,054	867
Hispanic or Latino	275	750	3,623	770	2,438,951	744
Native Hawaiian/Pacific Islander	0		25	775	25,351	774
White	19	786	3,019	832	1,200,127	853
Two or More Races	9		470	816	125,025	824
Socioeconomically Disadvantaged	315	759	6,092	780	2,774,640	743
English Learners	227	742	2,717	743	1,482,316	721
Students with Disabilities	36	594	1,125	620	527,476	615

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 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 2012-13)

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	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2013-14)

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 (ELA 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: <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	2011-2012	2010-2011
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	82.3

V. School Climate**Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Kindergarten	98
Grade 1	115
Grade 2	99
Grade 3	97
Grade 4	99
Grade 5	60
Total Enrollment	568

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	8.3
American Indian or Alaska Native	0.7	Two or More Races	2.1
Asian	1.6	Socioeconomically Disadvantaged	100.0
Filipino	0.0	English Learners	71.7
Hispanic or Latino	86.1	Students with Disabilities	7.2
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	6	0	0	19.7	6	0	0	20	5		
1	20.8	5	0	0	20.2	5	0	0	19	6		
2	19.7	6	0	0	19.2	5	0	0	20	3	2	
3	20	3	0	0	20.6	5	0	0	19	5		
4	21	5	0	0	20.7	3	0	0	25		4	
5	21.5	4	0	0	19.6	5	0	0	20	3		
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Date of last School Safety Plan review/update: October 2013

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a regular basis throughout the school year. Park Avenue Elementary School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers and administrators before and after school. During lunch and recess, yard duty personnel and administrators supervise students. Staff assists with supervision after school. There is a designated student drop-off and pickup area at the main entrance of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teachers prior notification when visiting a classroom.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.4	2.9	3.5	12.4	8.6	8.3
Expulsions	0.0	0.2	0.0	0.7	0.6	0.5

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14) Year and month in which data were collected: 11/26/2013				
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]	[]	Carpet stained in Room 10. Routed to custodian for cleaning 12/19/13. Carpet rippled in Rooms 17, 26, 27, and 31. VCT tile is stained in Room 18. Wall paper peeling in student restrooms. Deferred maintenance project planned after 7/1/14.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Deck paint on the Library/Technology Room peeling. Exterior paint needs touch up on Rooms 3, 20, 23, and 32. Deferred maintenance project planned after 7/1/14.
Structural: Structural Damage, Roofs	[]	[]	[X]	Siding needs repair on Room 22 and multi-purpose room. Gutter paint peeling on Room 21A.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	36	32	31	635
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	0.3	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist	0	---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Year and month in which data were collected: 9/24/13

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGrawHill California Treasures 2009	Yes	0%
Mathematics	Scott Foresman-Addison Wesley enVision Math California, Pearson Scott Foresman, Gr. K-5 2008	Yes	0%
Science	Scott Foresman California Science, Pearson Scott Foresman Pub., Gr. K-5 2007	Yes	0%
History-Social Science	Scott Foresman History-Social Science 2006	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,846.70	\$1,629.62	\$4,217.07	\$59,634
District	---	---	\$5,410.33	\$58,221
Percent Difference: School Site and District	---	---	-22.1	2.4
State	---	---	\$5,537	\$68,841
Percent Difference: School Site and State	---	---	-23.8	-13.4

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 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Yuba City Unified School District spent an average of \$ 7,556.69 to educate students (based on 2012-13 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received approximately \$ 2,049.64 per student in state and federal funding for the following categorical, special education, and support programs:

- Art, Music & PE
- Arts & Music Block Grant
- ASES
- CA Peer Assistance Review (PAR)
- Dental Van
- Donations
- Economic Impact Aid (EIA)
- Education Protection Account
- Home to School Transportation
- Instructional Materials Realignment Program
- Instructional Professional Development-Math/Reading
- K-3 Class Size Reduction
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- Microsoft Ed Tech Voucher Program
- QEIA
- School & Library Improvement
- School Safety and Violence Prevention
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Staff Development Principal Training
- Sutter Medical PE Grant
- Title I
- Title II Part A, Administrator Training
- Title II Teacher Quality
- Title III, LEP
- YCEF

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,735	\$40,933
Mid-Range Teacher Salary	\$58,102	\$65,087
Highest Teacher Salary	\$75,856	\$84,436
Average Principal Salary (Elementary)	\$119,368	\$106,715
Average Principal Salary (Middle)	\$129,933	\$111,205
Average Principal Salary (High)	\$131,436	\$120,506
Superintendent Salary	\$190,696	\$207,812
Percent of Budget for Teacher Salaries	40.1%	39.8%
Percent of Budget for Administrative Salaries	5.7%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Staff members strengthen their instructional practice on an ongoing basis through participation in ongoing collaboration time through the use of substitutes during the school day and district-sponsored professional development sessions called "Passports". Topics for staff development during the school year included: 1) data analysis and collaboration 2) assessment preview & review 3) effective teaching practices for English learners and implementation of the district-adopted ELD template 4) implementation of the adopted English Language Arts and Math curriculum 5) implementing the new Common Core standards 6) lesson design 7) Response to Intervention support and 8) effective instructional practices to maximize student engagement.

Yuba City Unified School District participates in the Beginning Teacher Support Assessment (BTSA) for recently credentialed teachers and the Peer Assessment Review (PAR). All newly-hired teachers with less than two full years of fully credentialed teaching experience are required to participate in the BTSA program. An experienced teacher may volunteer to participate in the PAR program to gain peer assistance. Experienced teachers may also be referred to the PAR program to improve his or her instructional skills, classroom management, or knowledge of subject.

Consulting Teachers are selected to work with teachers in the BTSA and the PAR program by a panel of teachers and administrators. The consulting teachers provide peer assistance, professional development in curriculum, classroom management and instructional methodologies to newly hired teachers, volunteer teachers to the program or referred teachers.

Professional Development Days

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

	Instructional Days with At Least 180 Instructional Minutes		
	2010-11	2011-12	2012-13
Actual number of school days dedicated to staff development	7	7	7