

Parlier Jr. High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Parlier Jr. High School
Street	1200 E Parlier Ave
City, State, Zip	Parlier, CA 93648
Phone Number	5596461660
Principal	Julissa Alvarado
E-mail Address	jalvarado@parlierunified.org
Web Site	http://pjhs.parlierunified.org
CDS Code	10623646115224

District Contact Information	
District Name	Parlier Unified School District
Phone Number	5596462731
Superintendent	Jaime Robles
E-mail Address	jaime.robles@parlierunified.org
Web Site	http://www.parlierunified.org

School Description and Mission Statement (School Year 2018-19)

The mission of Parlier Junior High School is to:

1. Develop communication with students, parents, and community partners;
2. Create an environment of excellence where California Standards are taught and academic excellence is expected from all students, teachers, and parents;
3. Encourage an understanding of college awareness and understanding the road map to higher education; and
4. Educate students to be lifelong learners.

The vision of Parlier Junior High is to provide an educational environment where students will receive attention to their intellectual, social, emotional, and physical needs. Continuous success will be encouraged throughout their school careers and adult lives through a cooperative effort between school, home, and community. Parlier Junior High School is a 7-8 comprehensive school serving approximately 582 students. It is part of Parlier Unified School District, which is comprised of one comprehensive high school, one continuation high school, and Four K-6 elementary schools with in the city of Parlier. The city of Parlier is located within the County of Fresno and located within the state of California. It is an agricultural community that is located 22 miles southeast of Fresno. Parlier Junior High School houses: Twenty-three full time classroom teachers and three part time classroom teachers. Its administration staff consists of a Principal and one Learning Director. Support staff include; three clerical staff members and three custodial personnel. In addition, there is an on-site health aide, academic counselor, intervention counselor, two part time school psychologist, a part time social worker, home school liaison/campus monitor, library aide, a campus monitor, and a part time After School Program Coordinator.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	289
Grade 8	266
Total Enrollment	555

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.2
Hispanic or Latino	99.1
Native Hawaiian or Pacific Islander	0.0
White	0.4
Socioeconomically Disadvantaged	98.7
English Learners	39.6
Students with Disabilities	12.1
Foster Youth	0.2

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	18	21	
Without Full Credential	1.5	4	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	1

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 2018-19)

Year and month in which data were collected: August 29, 2018

Parlier Unified School District adoption of new curriculum, and instructional materials follow California Department of Education guidelines and California Standards. The purchases of new textbooks and support materials are in accordance with district adopted curriculum and state standards. Textbooks and supporting materials are provided throughout the district in accordance with the Williams Act. The district in support for implementation of core material provides training and support for new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7th/8th Grade California Collections Houghton Mifflin Harcourt 2016	Yes	0
Mathematics	7th/8th California Go Math Middle School Houghton Mifflin Harcourt 2016	Yes	0
Science	7th/8th Grade Science Holt, Rinehart & Winston	Yes	0
History-Social Science	7th/8th Grade History Social Science Holt, Rinehart & Winston	Yes	0
Health	Glencoe Teen Health Course 3	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

An annual inspection of Parlier Unified School’s facilities is conducted in compliance with The Williams compliance inspections. The Fresno County Office of Education (FCOE) conducts the inspection. The most recent inspection was conducted on 8/26/16. In addition monthly inspections of the schools facility is conducted by the sites head custodian, all inspection reports are kept on site as well as sent to the PUSD District Office.

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: 09/12/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/12/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/12/18	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	15.0	17.0	23.0	23.0	48.0	50.0
Mathematics (grades 3-8 and 11)	5.0	6.0	15.0	16.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	542	533	98.34	16.89
Male	281	276	98.22	13.04
Female	261	257	98.47	21.01
Black or African American	--	--	--	--
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	535	526	98.32	16.73
White	--	--	--	--
Socioeconomically Disadvantaged	537	528	98.32	16.67
English Learners	377	373	98.94	12.06
Students with Disabilities	61	58	95.08	0.00
Students Receiving Migrant Education Services	18	18	100.00	11.11

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	541	532	98.34	6.39
Male	281	275	97.86	6.55
Female	260	257	98.85	6.23
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	534	525	98.31	6.29
White	--	--	--	--
Socioeconomically Disadvantaged	536	527	98.32	6.45
English Learners	377	373	98.94	4.02
Students with Disabilities	61	58	95.08	0
Students Receiving Migrant Education Services	18	18	100	0

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.6	18.2	21.1

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parlier Junior High School conducts events such as Back –to-School Night and Open House which provide parents a chance to become familiar with the staff at Parlier Junior High School. Parents are also welcome to join the School Site Council (SSC), English Learners Advisory Committee (ELAC). In addition, they are invited to award recognitions. Parents are also welcomed to contact us at (559) 646-1660 for events and school information, or they can preview upcoming events on Parlier Junior High Schools electronic marquee, and through the Parlier Unified Web site under parlierunified.org and clicking on link to Parlier Junior High School, Parlier Jr. High also has a Facebook page. In addition, parents are also able to view grades online and progress reports are sent out every 3 weeks. Parent input is welcomed and solicited throughout the year.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	9.7	13.5	11.3	4.3	6.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is of utmost priority at Parlier Junior High School. Our school site has a Safe School Plan that is reviewed and updated annually with staff. The School Site Council (SSC) reviews and approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan was last reviewed with school staff on 12/5/18, the key points and general emergency procedures of the Safety plan were reviewed. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock-down drills are also held at least once per year. Students are supervised during break, lunch, and before an after school by classified staff and administration. There is a designated area for student drop off and pick-up. Visitors must first check in with the administrative office and obtain a visitor's pass.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	27.0	6	13	4	24.0	12	21		24.0	10	21	1
Mathematics	32.0		11	5	27.0	5	19		26.0	4	17	1
Science	30.0	2	5	10	28.0	2	17		28.0	2	17	
Social Science	30.0	2	7	8	28.0	2	17		29.0	1	18	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	546
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,636.00	684.00	5,951.00	
District	N/A	N/A	9,896.00	\$67,245
Percent Difference: School Site and District	N/A	N/A	-49.8	-15.3
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	167.9	-15.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Parlier Jr. High School uses its categorical funding to enhance the learning experience for all students. This includes providing the following; Supplemental Instructional Materials from research based curriculum in all core subjects and for ELD, as well as support for at-risk students in math and reading with iPass and Accelerated Reader. Additional student support is provided through the use of Instructional aides to assist with English Learner needs. Categorical funding is also utilized to provide Staff Development for teachers that focuses on research-based instructional strategies, Professional Learning Communities, Explicit Direct Instruction, Common Core State Standards implementation, Technology infused lessons, ELPD strategies, and pacing, CFA assessment work by departments. In the area of Instructional technology, categorical funds have provided laptops, as well as Chromebooks and approved materials for intervention program classes. Categorical funds are also utilized for parent engagement through the printing of parent communication materials including monthly newsletter, Progress reports mailed out every three weeks. parent conference flyers, parent workshop materials, etc. Student instructional field trips for career exploration, college presentations, Math, Science, English, or History standards based learning are also supported through categorical funding as well. Additional site resources include Technical support to maintain continuity of the site-based intervention programs, a Behavioral Intervention Specialist to reduce suspension rate and increase student time-in class.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,604	\$45,681
Mid-Range Teacher Salary	\$64,344	\$70,601
Highest Teacher Salary	\$90,809	\$89,337
Average Principal Salary (Elementary)	\$98,944	\$110,053
Average Principal Salary (Middle)	\$103,000	\$115,224
Average Principal Salary (High)	\$105,540	\$124,876
Superintendent Salary	\$166,556	\$182,466
Percent of Budget for Teacher Salaries	26.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Parlier Jr. High School implements professional development based on the needs of its students as well of the needs of the site as a whole. Additionally, professional development is aligned with district initiatives such as; Kagan™ Cooperative Learning B.E.L.I.E.F modules, Time to Teach, Professional Learning Communities, English Learner instructional strategies, Common Core State Standards implementation, Google Classroom, UDL, and guided reading. In addition, teachers new to the profession receive additional support through a master teacher and the Beginning Teacher Support (Induction program).