

# Parlier 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Parlier High School
<b>Street</b>	601 3rd Street
<b>City, State, Zip</b>	Parlier, CA 93648
<b>Phone Number</b>	559-646-3573
<b>Principal</b>	Dr. George M. Alvarado
<b>E-mail Address</b>	george.alvarado@parlierunified.org
<b>Web Site</b>	phs.parlierunified.org
<b>CDS Code</b>	10-62364-1034990

District Contact Information	
District Name	Parlier Unified School District
Phone Number	559-646-2731
Superintendent	Mr. Jaime Robles
E-mail Address	jaime.robles@parlierunified.org
Web Site	www.parlierunified.org

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

Parlier High School is a comprehensive high school serving students in grades 9 to 12. Student enrollment has increased to 894. The composition of our school is:

- 1) 100% of our students are Title 1 Funded
- 2) 100 % of our students are on the Free and Reduced Lunch Program
- 3) 297 students are English Language Learners (33.2%)
- 4) 46 students are currently Migrant Education Students, but the numbers rise by the end of January. We have had as high as 102 this year.
- 5) 101 students receive Special Education services currently, but the numbers have been up to 109 this year.

It is significant to note that Parlier attracts large numbers of migrant farm workers on a seasonal basis, and hosts a United States Department of Agriculture (USDA) Migrant Labor Camp. Families generally arrive at the camp in early April and remain in Parlier until the end of September. Parlier has the third lowest per capita income in California, the highest per capita family population, and an unemployment rate that ranks among the highest in the state.

Parlier High School begins each regular day at 8:00 AM, and ends at 3:25 PM. Students take up to seven courses each day. Parlier High School offers several Advanced Placement, Career Technical Education (CTE), Valley Regional Occupational Program (VROP), iLEAD courses. We also provide support services for migrant, foster-youth and special education students.

This 7-period day allows staff time to meet with their students on a daily basis and assemble as Professional Learning Community weekly to discuss and analyze data, adjust instruction accordingly, apply effective Tier 1 in-class interventions and reteach the common core state standards until master learning is accomplished. Staff receive staff development and Professional Learning Communities meetings each Wednesday afternoon from 1:25 to 3:25. There is an active after school program (ASP) that is available for students every day until 6:00 PM. Parlier High school also provides opportunities for students to attend after-school tutorial. Ongoing assessment data is analyzed in weekly PLC's and is one of the primary sources used for identifying best teaching practices, strategies, which helps drive instruction.

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

Grade Level	Number of Students
Grade 9	259
Grade 10	242
Grade 11	202
Grade 12	191
<b>Total Enrollment</b>	<b>894</b>

**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	0.2
Filipino	0.3
Hispanic or Latino	99.1
Native Hawaiian or Pacific Islander	0.0
White	0.3
Socioeconomically Disadvantaged	97.9
English Learners	33.2
Students with Disabilities	9.8
Foster Youth	0.6

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	36	36		
Without Full Credential	4	4		
Teaching Outside Subject Area of Competence (with full credential)	1	1		

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	1	
Total Teacher Misassignments *	1	1	
Vacant Teacher Positions	2	3	

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: 8/20/18

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston	No	0
Mathematics	9th-12th Holt, Rinehart & Winston, 9th-12th McDougal Littell	Yes	0
Science	Glence (MacMillan/McGraw Hill) & McGraw Hill	Yes	0
History-Social Science	Holt Rinehart & Winston	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Parlier High School was originally constructed in 1966 and is comprised of 49 classrooms, 1 cafeteria, 1 library, and a staff lounge. In addition, there are two gyms at Parlier High School with the most recent one completed during the 13-14 school year. Also, the school recently finished building a new baseball and softball field.

**Cleaning Process**

Administration communicates daily with the custodial staff, which consists of four (4) full-time employees, to ensure that the school's cleanliness is maintained in order to provide a clean and safe school environment. The districts governing board has adopted cleaning standards throughout the district and are available for review at the district office.

**Maintenance and Repair**

District maintenance staff ensures that work orders are completed in a timely manner in order to maintain the school in good repair. A work order process is used on all repairs to ensure efficient service and highest priority is given to emergency repairs. The school staff has indicated that 100% of all restrooms are in working order and all repairs have been made.

**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: 10/29/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Rooms 25 and 28 had items that were repaired.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/29/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/29/18	
Overall Rating	Fair

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	39.0	32.0	23.0	23.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	10.0	12.0	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	191	186	97.38	31.89
Male	95	91	95.79	30.77
Female	96	95	98.96	32.98
Filipino	--	--	--	--
Hispanic or Latino	189	185	97.88	32.07
White	--	--	--	--
Socioeconomically Disadvantaged	188	183	97.34	31.32
English Learners	96	94	97.92	6.45
Students with Disabilities	22	19	86.36	0.00
Students Receiving Migrant Education Services	--	--	--	--

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	191	186	97.38	11.83
Male	95	91	95.79	15.38
Female	96	95	98.96	8.42
Filipino	--	--	--	--
Hispanic or Latino	189	185	97.88	11.89
White	--	--	--	--
Socioeconomically Disadvantaged	188	183	97.34	12.02
English Learners	96	94	97.92	2.13
Students with Disabilities	22	19	86.36	0
Students Receiving Migrant Education Services	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	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.

**Career Technical Education Programs (School Year 2017-18)**

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- Programs and classes offered that are specifically focused on career preparation and or preparation for work

Intro to Ag Mechanics- Introductory course in agriculture mechanics

Intro to Ag Welding- Second year course in the agriculture mechanics pathway

Ag Construction- Third year course in the agriculture mechanics pathway

Ag Earth Science- 1st year course the Agriculture pathway

Ag Biology-2nd year course in the Agriculture pathway

AP Environmental Science- 3rd year course in the Agriculture pathway

Ag Economics and Government- 4th year course in the Agriculture pathway

Floral Design- elective course within the Agriculture department, dual enrolled with Reedley Col.

Computer Concepts- Introductory keyboarding and Microsoft Office course

Virtual Enterprise- Virtual business course

Digital Video Production- CTE course meeting the fine arts requirement

Criminal Justice- CTE course meeting the elective requirement

Pre-CNA – certificated nursing assistant course offered at a local high school

Aviation Maintenance- CTE course offered to our students at Reedley College

Forestry Service- CTE course offered to our students at Reedley College

- How these programs and classes are integrated with academic courses and how they support academic achievement

Some of these courses meet the A-G requirements and allow students to take them for university admissions eligibility

- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students

The Valley Regional Occupational Program (VROP) works closely with Parlier High VROP staff in order to ensure the needs of all students in career preparation

inclusive of special populations of students via regular staff trainings.

- The measurable outcomes of these programs and classes, and how they are evaluated

Outcomes measured through VROP course enrollment, grades, and program completion certificates as well as funding available for such programs.

- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Mr. Lorenzo Rodriguez, Principal and Parlier High School, is the primary representative for the VROP program at Parlier High School. Mr. Rafael Iniguez, counselor,

also assist with implementation of CTE courses. Mr. Fabrizio Lofaro serves as the liaison between Parlier High and the VROP Office.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
Number of pupils participating in CTE	782
% of pupils completing a CTE program and earning a high school diploma	59.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	52%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.3

**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
9	24.0	15.4	19.9

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 High School welcomes its supportive parents who attend regularly its athletic and other school events. Parent volunteers also have the opportunity to assist with various extracurricular activities and attend our Back-to-School Night and Open House. These events provide parents a chance to become familiar with the staff and campus at Parlier High School. Parents are also welcome to join School Site Council (SSC), English Learners Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC). In addition, all parents are invited to our Fall and Spring Sports and Academic Award assemblies. Parent input is always welcome and are always welcomed to contact us at (559) 646-3573 for events and school information. Parents can preview up coming events on Parlier High Schools Electronic Marquee and through the Parlier Unified Web site under at [www.parlierunified.org](http://www.parlierunified.org). Finally, all parents, students, teachers, and the community can also view recently posted information by going onto Parlier High School's Facebook page. During the 2018-19 school year, we have provided 6 parent educational nights via the program Valley PBS, which was very beneficial.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	3.9	2.6	1.5	7.4	3.6	3.9	10.7	9.7	9.1
<b>Graduation Rate</b>	92.8	94.2	94.1	87.9	92.7	89.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	90.8	91.3	88.7
<b>Black or African American</b>	0.0	0.0	82.2
<b>American Indian or Alaska Native</b>	0.0	0.0	82.8
<b>Asian</b>	100.0	100.0	94.9
<b>Filipino</b>	0.0	0.0	93.5
<b>Hispanic or Latino</b>	90.6	91.2	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	100.0	100.0	92.1
<b>Two or More Races</b>	0.0	0.0	91.2
<b>Socioeconomically Disadvantaged</b>	91.3	91.4	88.6
<b>English Learners</b>	50.0	62.9	56.7
<b>Students with Disabilities</b>	81.3	77.8	67.1
<b>Foster Youth</b>	0.0	0.0	74.1

## 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
<b>Suspensions</b>	4.1	9.3	7.9	4.3	6.3	5.0	3.7	3.7	3.5
<b>Expulsions</b>	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)

Parlier High School has a comprehensive safe school plan. The safety of students and staff is a priority at Parlier High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We have a notification system that provides visual information and also an alarm when the need arises to ensure the safety of all students. The School Safety Plan was last updated and reviewed with school staff in the fall of 2018. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring students' and staff safety during disasters. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock-down drills are also held at least twice per year. Students are supervised during break, lunch, and before and after school by the 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+
<b>English</b>	21.0	27	21		23.0	18	16	12	24.0	14	33	
<b>Mathematics</b>	24.0	7	26		23.0	17	16	4	25.0	9	27	
<b>Science</b>	27.0	3	13		24.0	7	14	1	26.0	5	17	
<b>Social Science</b>	24.0	14	16		34.0	3	4	12	25.0	8	16	

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	3	223.5
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	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	\$7,314	\$262	\$7,052	\$61,207
District	N/A	N/A	\$9,437	\$65,962
Percent Difference: School Site and District	N/A	N/A	-28.9	-7.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-1.0	-15.4

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)**

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs.

The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the district board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title I, Part A-The purpose of the Title I, Part A federal funds help to meet the educational needs of low performing students in California's highest poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high and low performing students and enable the students to meet the state's challenging academic standards.

**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/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All courses	6	10.3

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

All training and curriculum development at Parlier Unified School District revolves around the California Common Core State Standards. In recent years, the district offered four (4) staff development days where teachers were offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. In addition, the district has implemented Professional Learning Communities (PLC's) and Common Core. During the 2018-19 school year, staff have received professional development on Universal Design for Learning (UDL) and English Learner instructional strategies that benefit all students.