



Parlier Junior High School

1200 E. Parlier Ave, Parlier, CA 93648
(559) 646-1660

Dr. Juan Lopez, Principal



School Accountability Report Card

District Mission Statement

The Mission of the Parlier Unified School District is to promote the educational success of all students by having high expectations, a commitment to excellence confirming the belief that all students can achieve at their fullest potential and become responsible, productive members in a competitive society - specifically the Parlier Unified School District shall endeavor:

- 1) To foster an atmosphere which rewards collegiality and is based on a team approach as its highest priority.
- 2) To actively support the belief that all students are "winners" and are capable of learning.
- 3) To recognize the talents and expertise possessed by employees thus fostering an organizational spirit, which encourages their valued input and contributions toward student success.
- 4) To promote activities which foster and encourage involvement of community resources which support the mission of the Parlier Unified School District.

School Mission Statement

The mission of Parlier Junior High School 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.

School Vision Statement

The vision of Parlier Junior High School is:

- To develop communication with students, parents and community partners.
- To create an environment of excellence where California Standards are taught and academic excellence is expected from all students, teachers and parents.
- To encourage an understanding of college awareness and the roadmap to higher education.
- To educate students to be lifelong learners

School Profile

Parlier Junior High School is a two-year junior high school serving students that enter from the District's four elementary schools. During the 2007-08 school year there were 554 students enrolled in grades seven and eight.

The school is 11 years old. The four main classroom buildings are named after the University of California, Berkeley, Brown, Harvard and Yale Universities. There are 26 teachers, a resource teacher, a counselor, an outreach consultant, and two administrators. The school includes two computer laboratories and a school library. All laboratory computers have internet access, word processing programs, and educational software.

Parlier Junior High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2007-08 | |
| | Percentage |
| American Indian | 0.4% |
| Asian | 0.5% |
| Caucasian | 0.7% |
| Filipino | 0.4% |
| Hispanic or Latino | 98.0% |

Discipline & Climate for Learning

A positive learning environment is essential for student success. Parlier Junior High School works diligently to create the conditions that will allow students to reach their highest potential. Key areas of emphasis that promote a positive learning environment include: effective discipline, student recognition, resource services, and co-curricular programs. We also recognize that a student's sense of belonging in school is dependent upon the quality of interactions and relationships that they have with adults in our school. Our efforts in these areas help students to succeed academically and personally.

Students at Parlier Junior High School are guided by specific rules and expectations that promote a safe and productive learning environment. The goal of Parlier Junior High School's discipline program is to provide students with opportunities to learn appropriate conduct through a system of consistent rewards and consequences for their behavior. The school follows an assertive discipline program which is outlined in the Parent/Student Handbook.

Parents and students are informed of discipline policies at the beginning of each school year through the handbook, classroom orientations, and Back-to-School Night. The handbook is available in both English and Spanish and includes the school dress code, discipline policy, tardy policy, attendance expectations, suspension procedures, and much more. Rules and expectations are reinforced throughout the year in classroom postings, assemblies, newsletters, and during parent-teacher conferences.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Suspensions | 192 | 332 | 101 | 1445 | 2575 | 266 |
| Suspension Rate | 33.8% | 57.9% | 18.2% | 37.4% | 59.6% | 6.7% |
| Expulsions | 16 | 0 | 11 | 13 | 7 | 24 |
| Expulsion Rate | 2.8% | 0.0% | 2.0% | 0.3% | 0.2% | 0.6% |

Parlier Junior High School encourages student achievement through an award system which recognizes the students in front of their peers. Each month teachers select students for recognition. Recognition can be within the guidelines of the Character Counts program, class work, athletics, or citizenship. The teachers are provided with certificates and make one for each student to be recognized at the monthly awards assembly. The students recognized at the assembly are also treated to a pizza lunch. Following each semester, a banquet is held to recognize high achieving students and their parents. The school promotes a variety of activities for students such as the Ivy League Project, Dare to Dream, AVID, STOP, school clubs, non-time activities, dances, trips to colleges, field trips, etc. There are special assemblies with featured speakers and attractions. The school has activities through GATE and Associated Student Body. Each of these organizations provides activities. This year, the school took three busses of parents and students to the County College Night.

After school there is a full tutorial program through Century 21. Tutoring is provided in all subjects including physical fitness and music. The afterschool program also provides software for the students' use in the tutorial computers. A computer lab is open on Saturday mornings for tutoring and computer use. The STOP program provides afterschool tutorials and leadership training. Summer school is provided for students for remediation and for enrichment.

The school also has a full time counselor and a SB65 advisor to work with students who are at risk. The advisor provides access to social services for students and their families and works directly with counseling psychological services and school staff. Student success meetings are held by the advisor to develop plans to meet the needs of at-risk students.

The school also provides interscholastic athletic programs in football, soccer, volleyball, track, baseball, softball, tennis, and basketball for girls and boys. Activity Days are held periodically for all students to participate.

Staff Development

All training and curriculum development at Parlier Unified School District revolves around the California State Content Standards and Frameworks. The District offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Teacher Assignment

Parlier Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Parlier Junior High School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 05-06 | 06-07 | 07-08 | 07-08 |
| Fully Credentialed | 20 | 16 | 20 | 156 |
| Without Full Credentials | 7 | 9 | 8 | 26 |
| Working Outside Subject | 0 | 0 | 2 | 3 |

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 06-07 | 07-08 | 08-09 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 9 |
| Total Misassignments of Teachers | 0 | 0 | 9 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 55.0% | 45.0% |
| District | 74.4% | 25.6% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | 74.4% | 25.6% |

Class Size

The Class Size Distribution table illustrates the average class size by subject area. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|---|
| Average Class Size | | | Classrooms Containing: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | |
| English | 29 | 28 | 27 | 2 | 3 | 5 | 32 | 35 | 17 | 9 | 2 | 1 |
| Math | 28 | 31 | 24 | 3 | - | 8 | 11 | 17 | 15 | 5 | 13 | - |
| Science | 30 | 27 | 23 | 1 | 3 | 6 | 4 | 5 | 8 | 4 | 2 | - |
| Social Science | 32 | 28 | 23 | 2 | 2 | 8 | 2 | 5 | 7 | 9 | 2 | - |

Curriculum Development

All curriculum development in the Parlier Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated periodically by the Department of Curriculum and Instruction, to align with the state standards, District goals, and the statewide assessment program.

Instructional Materials

Parlier Unified School District makes every effort to provide each school within the District with sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. The chart displays the textbooks currently in use by the school.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption.

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------------|--------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 7th-8th | English Language Development | Hampton Brown | 2002 | Yes | 0.0% |
| 7th-8th | English/ Language Arts | Prentice Hall | 2002 | Yes | 0.0% |
| 7th-8th | History/Social Science | Holt, Rinehart & Winston | 2006 | Yes | 0.0% |
| 7th-8th | Mathematics | Holt, Rinehart & Winston | 2008 | Yes | 0.0% |
| 7th-8th | Science | Holt, Rinehart & Winston | 2001 | Yes | 0.0% |

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Parlier, Reedley, and Selma, which contain numerous computer workstations.

Counseling & Support Staff

It is the goal of Parlier Junior High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The academic counselor to pupil ratio is 1:554. The table lists the support service personnel available at Parlier Junior High School.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Academic Counselor | 1 | 1.0 |
| Psychologist | 1 | 0.5 |
| Speech and Language Specialist | 1 | 1.0 |



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and District performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | No | Yes | No | Yes |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | Yes | |

Federal Intervention Program

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.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2004-2005 | 2006-2007 |
| Year in PI (2008-09) | Year 5 | Year 3 |
| # of Schools Currently in PI | - | 6 |
| % of Schools Identified for PI | - | 60.00% |

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.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API School Results | | | | |
|---------------------------------|-------|-------|-------|-----------------------|
| | 05-06 | 06-07 | 07-08 | 2008 API Growth Score |
| Statewide Rank | 1 | 1 | 1 | |
| Similar Schools Rank | 2 | 2 | 2 | |
| All Students | | | | |
| Actual Growth | 16 | 5 | 5 | 575 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 15 | 5 | 5 | 575 |
| Hispanic or Latino | | | | |
| Actual Growth | 14 | 7 | 4 | 573 |
| English Learners | | | | |
| Actual Growth | 99 | 14 | 16 | 565 |

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Parlier Junior High School is required by the State to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

| Percentage of Students in Healthy Fitness Zone 2007-08 Test Results | |
|--|-------|
| 7th Grade | |
| School | |
| School Overall | 16.0% |
| School (Boys) | 18.7% |
| School (Girls) | 13.5% |
| District | |
| District Overall | 16.0% |
| District (Boys) | 18.7% |
| District (Girls) | 13.5% |
| State | |
| State Overall | 32.9% |
| State (Boys) | 30.2% |
| State (Girls) | 35.7% |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. | |

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

| | Language Arts | | | Math | | | Science | | | Social Science | | | | | |
|---------------------------------|---------------|----|----|------|----|----|---------|----|----|----------------|----|----|----|----|----|
| | 7 | | | 8 | | | 7 | | | 8 | | | | | |
| | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | | | |
| All Students | | | | | | | | | | | | | | | |
| School | 16 | 20 | 21 | 16 | 15 | 20 | 17 | 19 | 11 | 19 | 21 | 27 | 11 | 9 | 8 |
| District | 16 | 20 | 21 | 16 | 15 | 20 | 17 | 19 | 11 | 19 | 21 | 27 | 11 | 9 | 8 |
| State | 43 | 46 | 49 | 41 | 41 | 45 | 41 | 39 | 41 | 38 | 42 | 52 | 34 | 35 | 36 |
| Males | | | | | | | | | | | | | | | |
| School | 13 | 17 | 14 | 12 | 12 | 15 | 13 | 21 | 10 | 21 | 21 | 28 | 11 | 8 | 11 |
| District | 13 | 17 | 14 | 12 | 12 | 16 | 13 | 21 | 11 | 21 | 21 | 27 | 10 | 8 | 11 |
| State | 38 | 42 | 44 | 37 | 37 | 41 | 41 | 39 | 42 | 41 | 45 | 54 | 36 | 36 | 39 |
| Females | | | | | | | | | | | | | | | |
| School | 17 | 23 | 28 | 20 | 18 | 25 | 19 | 15 | 13 | 16 | 21 | 28 | 10 | 11 | 6 |
| District | 18 | 23 | 28 | 19 | 17 | 25 | 19 | 15 | 13 | 16 | 21 | 28 | 10 | 11 | 6 |
| State | 48 | 51 | 54 | 45 | 46 | 50 | 41 | 38 | 41 | 34 | 41 | 50 | 31 | 33 | 35 |
| Migrant Education | | | | | | | | | | | | | | | |
| School | 15 | 17 | 23 | 10 | 9 | 19 | 12 | 20 | 10 | 10 | 18 | 23 | 10 | 4 | 5 |
| District | 15 | 16 | 23 | 10 | 9 | 20 | 12 | 20 | 10 | 10 | 18 | 23 | 10 | 4 | 5 |
| State | 21 | 24 | 25 | 18 | 20 | 23 | 25 | 26 | 27 | 18 | 24 | 32 | 13 | 16 | 16 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | |
| School | 15 | 20 | 21 | 16 | 15 | 20 | 17 | 18 | 11 | 18 | 21 | 28 | 11 | 9 | 8 |
| District | 16 | 20 | 21 | 16 | 15 | 20 | 17 | 19 | 11 | 19 | 21 | 27 | 11 | 9 | 8 |
| State | 28 | 31 | 34 | 25 | 26 | 30 | 27 | 27 | 30 | 23 | 29 | 39 | 19 | 20 | 22 |
| Hispanic or Latino | | | | | | | | | | | | | | | |
| School | 15 | 20 | 21 | 14 | 15 | 20 | 16 | 18 | 11 | 18 | 21 | 27 | 10 | 9 | 8 |
| District | 16 | 20 | 21 | 14 | 14 | 20 | 17 | 18 | 11 | 18 | 20 | 27 | 9 | 9 | 7 |
| State | 28 | 32 | 34 | 25 | 26 | 31 | 28 | 27 | 30 | 23 | 28 | 38 | 20 | 21 | 23 |
| Students with Disabilities | | | | | | | | | | | | | | | |
| School | 0 | 0 | | 0 | * | * | 0 | 0 | | 11 | * | * | 0 | * | * |
| District | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | | 11 | 0 | 0 | 0 | 0 | 0 |
| State | 11 | 12 | 12 | 9 | 10 | 11 | 10 | 9 | 12 | 11 | 13 | 17 | 10 | 10 | 11 |
| English Learners | | | | | | | | | | | | | | | |
| School | 2 | 3 | 5 | 2 | 1 | 6 | 5 | 7 | 4 | 2 | 4 | 11 | 1 | 1 | 4 |
| District | 2 | 3 | 5 | 2 | 1 | 6 | 5 | 7 | 4 | 2 | 4 | 11 | 1 | 1 | 4 |
| State | 9 | 10 | 10 | 6 | 6 | 8 | 13 | 13 | 14 | 9 | 12 | 18 | 6 | 6 | 6 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



School Facilities

Parlier Junior High School is 11 years old and is in excellent condition. An additional classroom building was completed in 2003 and a bond issue has been passed to provide the school with a gymnasium. There are two portable classrooms.

Campus facilities support the instructional needs of students and are continuously monitored to insure they are maintained in a state of good repair. Cafeteria, restrooms, and school grounds are closely monitored. Walkthrough inspections are conducted several times throughout the year by the principal, head custodian, and maintenance manager to ensure that our campus is in excellent and safe condition.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the PUSD Business Office.

The inspection for the 2008-09 school year was conducted on August 25, 2008. The inspector determined there were no emergency insufficiencies found. This reflects the priority Parlier Unified School District places on safety, campus appearance, maintenance and prompt corrective actions. Inspection reports are provided to site administration for follow-up on any deficiency. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Facility information was current as of February 6, 2009.

Cleaning Process and Schedule

Parlier Junior High School has a full-time head custodian who comes at 7:00 AM and a night custodian who comes at 3:00 PM. There is also a part-time day custodian who helps in the cafeteria at lunch. There are specific room assignments for cleaning rooms and a schedule for special events such as cleanup after dances, meetings, assemblies, special programs, etc. Restrooms are cleaned on a daily basis or more often if there is a problem reported. The site custodians also do minor maintenance and are responsible for cleaning up any graffiti or minor repairs. The District maintains a staff for major repairs and maintenance and grounds. It is the responsibility of the head custodian and the principal to ensure that major maintenance needs are communicated to the District staff. The District also has a staff for maintaining the grounds of the school and to prepare the fields for athletic competitions.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: 08/25/2008 | | | | |
| Overall Summary of School Facility Conditions: Fair | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates/ Fences (Interior and Exterior) | | X | | Parlier JHS - Missing door stop: UCLA/Princeton Wing. Repairs have been completed or are in the process of being completed. |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | X | | | |
| Hazardous Materials (Interior and Exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (Interior and Exterior) | | X | | Parlier JHS - Missing light cover in kitchen and freezer. Repairs have been completed or are in the process of being completed. |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (Inside and Outside) | | X | | Parlier JHS - Side drinking fountain not working: Cafeteria. Drinking fountain leaking: Brown wing. Repairs have been completed or are in the process of being completed. |
| Restrooms | | X | | Parlier JHS - Low water pressure in toilet, toilet valve leaking, hole in tile: Cafeteria boys restroom. Missing tile, faucet did not shut off, sink leaking: Stanford/Yale Wing boys restroom. Repairs have been completed or are in the process of being completed. |
| Sewer | X | | | |
| Roofs (observed from the ground, inside/outside the building) | X | | | |
| Playground/School Grounds | | X | | Parlier JHS - Graffiti needs to be cleaned up: UCLA/Princeton Wing. Repairs have been completed or are in the process of being completed. |
| Overall Cleanliness | X | | | |

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school staff has indicated that 100% of all toilets on school grounds are in working order.

There are maintenance request forms in the office for any staff member who needs to request maintenance. At the end of the school year, staff members include in their check out packet any maintenance that they would like to request during the summer in addition to the regularly scheduled summer maintenance such as carpet cleaning, painting, etc.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$662,842 for the deferred maintenance program. This represents 1.8% of the District's general fund budget.

Deferred Maintenance Projects

Deferred maintenance projects scheduled for this school for the 2008-09 school year include asphalt paving, roofing, carpets, painting, and electrical. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

Safety of students and staff is a primary concern of Parlier Junior High School. Before, during, and after school, the campus is monitored by campus supervisors and assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Visitors and school staff are to display their identification cards at all times.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last updated and reviewed with school staff in August 2008. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

School Leadership

Leadership at Parlier Junior High School is a shared responsibility. The District administration, principal, staff, parents, and community work together to create a positive learning environment for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal are staff, students, and community members that serve on various leadership teams.

The School Site Council (SSC) plays a significant role in the school and provides parents and staff the opportunity to be actively involved in the planning, provision, and evaluation of school services. The purposes of the SSC include: providing a forum for school communication; developing implementation strategies and timelines for areas of student and school needs, serving as the school advisory council; and making recommendations to the principal.

Each staff member has unique skills and abilities that help meet the varied needs of our students. Staff members contribute to the educational process by taking on leadership roles in curricular, co-curricular, or athletic areas. Teachers provide significant instructional leadership as department leaders.

Student concerns are voiced through student council meetings. The combined leadership of staff, parents, and students help to contribute to the educational excellence of our school.

Parent Involvement

Parent involvement and communication are essential to our school success. Parlier Junior High School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, assist as coaches, chaperone field trips, and more. Parents are also invited to awards presentations, open house, orientation, and other special events, such as College Night with their students, and special holiday celebrations such as Cinco de Mayo, Winter Program, and so on.

Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisor Council (ELAC), and School Site Council (SSC).

Home and school communication is enhanced through newsletters, parent-teacher conferences, the student/parent handbook, the school website, student report cards, and other regular communication activities, such as teacher letters. Translation is regularly provided. In addition, parent education classes and workshops are offered regularly.

Contact Information

Parents who would like more information on how to become involved may contact the Principal, Dr. Juan Lopez, at (559) 646-1660.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$4,107 |
| From Restricted Sources | \$1,163 |
| From Unrestricted Sources | \$2,944 |
| District | |
| From Unrestricted Sources | \$3,750 |
| Percentage of Variation between School & District | 21.49% |
| State | |
| From Unrestricted Sources | \$5,300 |
| Percentage of Variation between School & State | 44.45% |

District Revenue Sources

Parlier Unified School District (PUSD) receives state and federal categorical funding, in addition to general state funding. For the 2006-07 school year, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

- Title I, Part A
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title III, Immigrants

State Programs

- EIA – State Compensatory Education
- EIA – Limited English Proficient
- State Lottery
- Pupil Retention Block Grant
- Targeted Instruction Improvement
- Q E I A -State Grant
- 21st Century ASP
- School Improvement
- Gifted and Talented Education (GATE)
- Tobacco Use Prevention Education (TUPE)
- School Safety and Violence Prevention Act

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2006-07 | | |
| | District | State |
| Beginning Teachers | \$33,726 | \$37,916 |
| Mid-Range Teachers | \$51,995 | \$58,151 |
| Highest Teachers | \$65,816 | \$75,396 |
| Elementary School Principals | \$87,349 | \$91,086 |
| Middle School Principals | \$90,239 | \$95,220 |
| High School Principals | \$92,539 | \$101,661 |
| Superintendent | \$120,000 | \$136,091 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 34.9% | 38.5% |
| Administrative Salaries | 6.7% | 5.8% |

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and State.

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$47,016 |
| District | \$52,008 |
| Percentage of Variation | 9.60% |
| School & State | |
| All Unified School Districts | \$59,271 |
| Percentage of Variation | 20.68% |

Data Sources

Data within the SARC was provided by Parlier Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.