

Mathew J. Brletic Elementary School- PUSD
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mathew J. Brletic Elementary School- PUSD
Street	900 Newmark Ave.
City, State, Zip	Parlier, CA 93648
Phone Number	(559) 646-3551
Principal	Cristina Aguilar
Email Address	caguilar@parlierunified.org
Website	http://mbe.parlierunified.org
County-District-School (CDS) Code	10-62364-6007033

Entity	Contact Information
District Name	Parlier Unified School District
Phone Number	(559) 646-2731
Superintendent	Mr. Jaime Robles
Email Address	jaime.robles@parlierunified.org
Website	www.parlierunified.org

School Description and Mission Statement (School Year 2019-20)

(For school Mission and vision statement, please see attachment)

2019-2020 PRINCIPAL'S MESSAGE

Welcome to Mathew J Brletic Elementary 2019-2020 school year! It is an honor to be the principal of a staff that puts students at the forefront of every decision. Our MJB staff is looking forward to providing our Cougars with the highest quality of instruction. This year our Academic focus will be centered around Literacy with Guided Reading, Writing, and English Language Development. The 2018-19 school year at Mathew J Brletic Elementary was great! MJB Cougars competed locally and county wide in various opportunities, such as in the Fresno State University Peach Blossom, FCOE Author's Faire, PUSD Spelling Bee, and PASS sports program where our Mighty Cougars learned to win with dignity and lose with class. One of our Greatest accomplishments was the recognition of Fresno County PBIS PLATINUM level, given to only 10 schools in Fresno county. We are looking forward to another year of Cougar Success! A very special thank you to all our wonderful MJB teachers and Support staff for their dedication and for always putting our Cougars first. A huge thank you to all Parents/Guardians for your involvement and commitment to our Cougars education.

In closing I would like to remind our MJB Cougars of our PBIS PAWS expectations and to focus on working hard every day to achieve their dreams.

Go COUGARS!

Mrs. Cristina Aguilar
Principal

Mensaje de la Directora 2019-2020

¡Bienvenido al año escolar 2019-2020 de la primaria Mathew J Brletic! Es un honor ser la directora de un personal que pone a los estudiantes primero en cada decisión. Nuestro personal de MJB está deseoso de proporcionarle a nuestros Cougars la más alta calidad de instrucción. Este año, nuestro enfoque académico se centrará en la alfabetización con lectura guiada, escritura y desarrollo del idioma inglés. ¡El año escolar 2018-19 en la Primaria Mathew J Brletic fue Exitoso! MJB Cougars compitió a nivel local y en todo el condado en diversas oportunidades, como en la Universidad Estatal de Fresno Peach Blossom, FCOE Author's Faire, PUSD Spelling Bee y PASS programa deportivo donde nuestros Mighty Cougars aprendieron a ganar con dignidad y perder con clase. Uno de nuestros mayores logros fue el reconocimiento del nivel de PBIS PLATINO del Condado de Fresno, otorgado a solo 10 escuelas en el condado de Fresno. ¡Esperamos otro año de Éxito!

Un agradecimiento muy especial a todos nuestros maravillosos maestros de MJB y al personal de apoyo por su dedicación y por poner siempre nuestros Cougars primero. Un gran agradecimiento a todos los padres / tutores por su participación y compromiso en la educación de nuestros Cougars. Para terminar, me gustaría recordarles a nuestros MJB Cougars nuestras expectativas de PBIS PAWS y seguir enfocados en trabajar duro todos los días para lograr sus sueños.

¡GO COUGARS!

Sra. Cristina Aguilar
Director

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	76
Grade 1	55
Grade 2	59
Grade 3	75
Grade 4	85
Grade 5	60
Grade 6	59
Total Enrollment	469

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.6
Hispanic or Latino	97
White	1.9
Socioeconomically Disadvantaged	100
English Learners	51.6
Students with Disabilities	6.6
Foster Youth	0.2
Homeless	4.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	15	18	
Without Full Credential	4	5	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/2018

Parlier Unified is dedicated to updating and maintaining the latest Common Core aligned adoptions for our students. PUSD is in compliance with the Williams Act Visitation 2017-18 and met all requirements for Board Policy and Educational Code.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Harcourt - Journeys(TK - 6th grade) - Adoption Year = 2016	Yes	0
Mathematics	Go Math - Houghton Mifflin Harcourt -(TK- 6th grade) - Adoption Year = 2015	Yes	0
Science	Harcourt (K-5th grade) - Adoption Year = 2000 Rinehart & Holt (6th grade) - Adoption Year = 2000	Yes	0
History-Social Science	Houghton Mifflin Harcourt (K-6th grade) Adoption Year = 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Mathew J. Brletic School was originally opened in 1958. This year will be our 60th year anniversary! MJB is comprised of the following:

- 15 permanent classrooms
- 15 portables
- 1 Main office
- 1 teacher's workroom
- 1 multipurpose room / cafeteria
- 1 library / LMC
- 1 staff lounge
- 1 Conference room
- 1 Reading Lab
- 2 new playground structures

Cleaning Process

The principal works daily with the lead custodian to ensure that the maintenance of the school provides a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The school staff has indicated that all of the restrooms on the school grounds are in working order. Restroom repairs addressed frequently and as needed.

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. In 2013-14, the district did not allocate additional funds towards the deferred maintenance budget as allowed per statute revisions made by the state legislature at the beginning of the 2009-10 fiscal year. LCFF funding for upgrades are being reviewed currently.

Deferred Maintenance Projects

During the 2012-13 school year, the district's governing board approved deferred maintenance projects for the school, including classroom and building maintenance.

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

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	24	23	22	50	50
Mathematics (grades 3-8 and 11)	16	21	16	15	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	266	96.38	3.62	23.68
Male	147	141	95.92	4.08	23.40
Female	129	125	96.90	3.10	24.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	267	258	96.63	3.37	23.64
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	276	266	96.38	3.62	23.68
English Learners	163	156	95.71	4.29	19.23
Students with Disabilities	28	28	100.00	0.00	10.71
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	14	9	64.29	35.71	22.22

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	271	98.19	1.81	20.66
Male	147	144	97.96	2.04	22.92
Female	129	127	98.45	1.55	18.11
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	267	263	98.50	1.50	20.91
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	276	271	98.19	1.81	20.66
English Learners	163	161	98.77	1.23	18.63
Students with Disabilities	28	28	100.00	0.00	7.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	8.33

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17	15	5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parent Involvement

First, parent involvement is highly encouraged at Mathew J. Brletic School. Events are organized to encourage family involvement in school activities such as parent conferences, Back to School Night, Open House, Parent Teacher Club, Movie Nights, Annual Carnival, Read Across America, and other school activities. Parents are also encouraged to participate in School Site Council (S.S.C.), English Language Advisory Committee (E.L.A.C.) meetings, and the Parent Teacher Club (PTC). The Parent Teacher Club hosts Family Movie Nights, the Parent-Child "Spring Dance," and other community-friendly activities. Parents are also highly encouraged to volunteer in their child's classroom(s) and attend school field trips after completing the PUSD district fingerprinting and application process. The Brletic Leadership Team also ensures that teachers inform parents of their child's academic performance through parent / teacher conferences, scheduled twice a year, and by sending standards-aligned report cards every semester and progress reports, on a quarterly basis.

Next, because Mathew J. Brletic School greatly benefits from very supportive parents who recognize that their child's education is a responsibility shared by the school, family, and community. In order to educate and support our students effectively, the school, parents, and community work very hard together as committed partners. Our parents participate regularly in our school activities and support and nurture our goal of student achievement and belonging. Finally, our school has a strong base of parent volunteers who participate in a variety of ways including: working with their children at home, volunteering in the classrooms, as chaperones for special events and field trips, running our MJB Cougar store and many other specific activities that enhance a positive school culture.

Finally, additional Information about parent involvement at Mathew J. Brletic Elementary may be obtained by calling the school office at (559) 646-3551 or on our school website.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.3	2.1	0.4	6.3	5.0	3.0	3.6	3.5	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 2019-20)

Student and staff safety is our primary concern at Mathew J. Brletic School. The MJB Safety Committee is in the process of reviewing and updating to staff for input and approval, the Mathew J. Brletic Safety Plan. Brletic School focuses on compliance with all rules and regulations pertaining to hazardous materials and state earthquake standards. The school conducts monthly fire drills throughout the school year. Lockdown drills are also conducted once a quarter. Students are supervised before, during, and after school by certificated and classified staff and administration. School visitors must report to the school administration office. All visitors wishing to visit the campus must follow board policy of making prior arrangements with school administration before their visit and must sign in and out in the administration office. Upon signing in, visitors are welcomed and given a visitor's pass, which must be worn at all times while on campus. Parents wishing to volunteer in their child's classroom must complete the Parlier Unified School District Volunteer application. Once the application is submitted, the district will schedule fingerprinting appointments for parents. Upon clearance, parents and school personnel will be notified and parents will be issued a school volunteer name badge. Last Fall the district conducted its Second training on "Knowledge Saves Lives" at the MJB site. The mandatory training took 4 hours and included all certificated and classified staff members. The training was used to simulated multiple threats, active shooter and other basic protection for students against a viable threat involving weapons.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25	1	2		24	1	2		25	1	2	
1	27		3		28		2		28		2	
2	29		3		24		3		30		2	
3	28		2		28		3		25		3	
4	30		2		29		2		28		3	
5	30		3		30		2		30		2	
6	31		2		29		3		30		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,460	\$906	6,554	73,642
District	N/A	N/A	\$9,495	\$67,160
Percent Difference - School Site and District	N/A	N/A	-36.7	9.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-13.6	0.9

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 2018-19)

Mathew J. Brletic received additional Title 1 funds again this year. After input from the MJB staff and approval by the Brletic SSC / ELAC committee, Services from these funds will include:

1. Ensuring eligible students have access to research-based curriculum, supplemental materials, grade-level content and supplemental enrichment services.
2. Alignment of alternative supports to core instruction.
3. Certificated staff members employed by each LEA to administer or monitor alternative supports.
4. Alternative supports that are based on state or local assessments and are tailored to the needs of eligible students.
5. Alternative supports based on assessment / data results.
6. Enabling all eligible students to participate in a comprehensive school-wide program.
7. Providing successful expanded learning opportunities for students, such as the "After School Education and Safety Program".

Alternative supports include, but are not limited to, any of the following:

1. Academic support offered during school hours, before school, after school learning programs.
2. Small group instruction and /or pull out interventions offered during the regular school day.
3. Interventions offered during After School Education Program.
4. High quality academic tutoring by Certificated Staff.
5. Purchasing supplemental materials to support alternative support services.
6. Personnel costs of a crisis, intervention, and / or academic counselor to meet with eligible students.
7. Services and programs that remove barriers to promote academic achievement of eligible students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,396	\$46,208
Mid-Range Teacher Salary	\$65,631	\$72,218
Highest Teacher Salary	\$92,625	\$92,742
Average Principal Salary (Elementary)	\$100,792	\$134,864
Average Principal Salary (Middle)	\$104,777	\$118,220
Average Principal Salary (High)	\$107,638	\$127,356
Superintendent Salary	\$172,400	\$186,823
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

All training and curriculum development at Parlier Unified School District is focused on the successful implementation of the California Common Core State Standards and frameworks. The district plans two staff development days annually where teachers are offered strategic professional growth opportunities in curriculum, teaching strategies and methodologies. Parlier Unified School District has established a comprehensive staff development plan focused on preparing teachers and support staff to meet and exceed the needs of our students through continuous professional learning opportunities during site and district professional learning communities (P.L.C.s). The PUSD leadership team, comprised of district and school site administration, meet to review the key focus areas for professional learning in the district for the elementary and secondary level. The areas of focus include cooperative learning, writing performance tasks, math strategies and performance tasks, classroom and behavior management, early literacy, second language learner instructional strategies, and assessment. Professional development training is provided through school site trainings, regional conferences, and county-wide (FCSS) workshops.

Professional development is monitored by providing teachers with follow-up trainings, in-class coaching, data teacher-administration meetings, and grade level PLCs. Target Focus Walks are conducted in classrooms to monitor the implementation best teaching practices. Administration is available to support teachers with questions, data and observation feedback in a timely manner.