



# *Parlier Unified School District*

*Focus on Student Achievement*

## **Local Education Agency Plan**

### **Evaluation Plan**

**2010-2011**

The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance. The LEA Plan is a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the plan is for five years (July 1, 2009 through June 30, 2014); the plan will be updated annually.

I. In this plan, the LEA will review the following:

1. Demographics
2. Test Results
3. Student Performance
4. Resources Available

II. The LEA will be utilizing the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources to update the plan. We will be utilizing these sources to inform our planning and evaluation process. As we look at evaluation, we will answer the following:

1. How are performance targets and activities based on student performance and factual assessment of current educational practice?
2. How educationally sound is the plan to help reach the targets?
3. How timely and effectively is the plan being implemented?
4. If the plan has not been implemented as written, what were the obstacles to implementation?

1. Demographics: The demographics of the Parlier Unified School District have stayed consistent with the majority of the students identified as Hispanic or Latino as 98.63%, Asians .04 %, and Whites .71% . However, a number of students enrolled in PUSD have decreased as a result of migration, transfers, drop-outs, loss jobs, economy, etc. In 2011, a total of 3,215 were enrolled in PUSD. According the 2008-2009 report, PUSD had a total of 3,957. We have seen a decrease of 18.75% in enrollment between 2008-2011.

Level	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Parlier Unified	1062364	3,171	1	16	0	1	3	23	0	0	3,215
<a href="#">Fresno Total</a>	10	116,169	1,476	19,257	468	1,397	11,792	40,309	1,647	1,156	193,671
<a href="#">State Total</a>	00	3,197,384	43,552	529,510	35,787	159,038	416,098	1,655,598	112,788	67,247	6,217,002

## 2. Test Results & Student Performance:

# 2002 - 2011 Accountability Progress Report

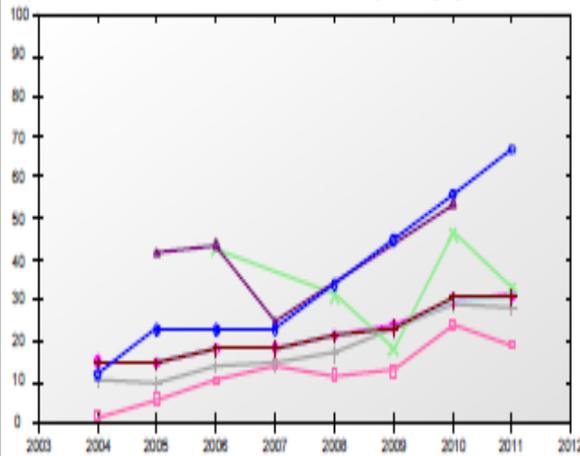
## 2002 - 2011 Academic Performance Index (API)

2002 - 2011 API Results	2001 - 2002 API Growth		2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth		2009 - 2010 API Growth		2010 - 2011 API Growth	
	2002 Growth API	2002 Growth Point	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point	2010 Growth API	2010 Growth Point	2011 Growth API	2011 Growth Point
Overall			544	27	565	19	569	2	581	12	582	3	598	17	621	23	670	50	670	0
African American																				
American Indian																				
Asian																				
Filipino																				
Hispanic			544	26	564	18	569	3	581	12	582	3	596	15	621	26	668	48	670	1
Pacific Islander																				
White																				674
Two or More Races																				
SED			544	26	567	21	569	0	581	12	582	3	598	16	624	27	670	47	671	1
English Learner									560	17	566	11	570	5	620	52	658	40	654	-5
SWD									413	25	399	-10	412	25	419	24	547	122	466	-81

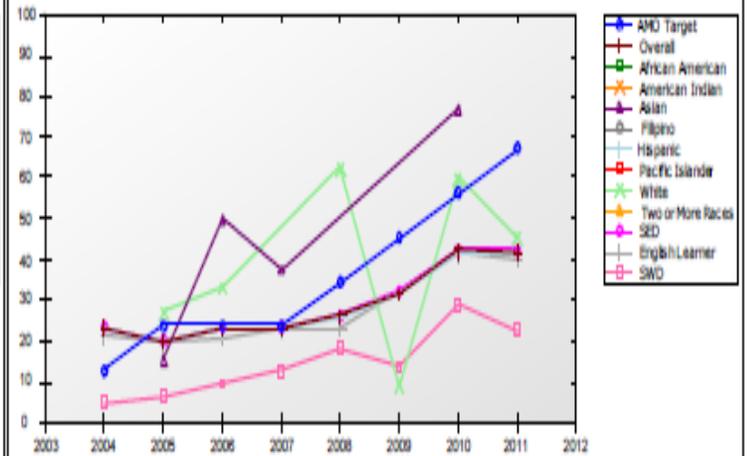
## 2004 - 2011 Adequate Yearly Progress (AYP)

Met All AYP Criteria?	2004	2005	2006	2007	2008	2009	2010	2011	Met Graduation Rate?	2004	2005	2006	2007	2008	2009	2010	2011
	No	No	No	No	No	No	No	No		90.2	86	78.5	89.5	76.5	93.3	69.72	34.01
Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts								Percent Proficient Mathematics								
AMOs Target	2004	2005	2006	2007	2008	2009	2010	2011	AMOs Target	2004	2005	2006	2007	2008	2009	2010	2011
Overall	12	23	23	23	34	45	56	67	Overall	12.8	23.7	23.7	23.7	34.6	45.5	56.4	67.3
African American									African American								
American Indian									American Indian								
Asian		41.7	43.8	25			53.8		Asian		15.4	50	37.5			76.9	
Filipino									Filipino								
Hispanic	14.9	14.9	18.2	18.5	21.5	23.6	30.5	31.2	Hispanic	23.4	20.2	23	22.9	25.7	31.7	41.9	42
Pacific Islander									Pacific Islander								
White			42.9		31.3	18.2	46.7	33.3	White		27.3	33.3		62.5	9.1	60	45.5
Two or More Races									Two or More Races								
SED	15	14.8	18.2	18.5	21.6	23.8	30.3	31.3	SED	23.5	20.2	23.2	23.4	26.3	32.2	42.4	42.2
English Learner	10.8	9.9	13.9	14.4	17.1	22.9	29.1	28.7	English Learner	21.4	19.5	20.7	23.4	23.6	32.6	41.4	40.1
SWD	1.6	5.9	10.7	14.1	11.8	12.8	24	19	SWD	5	6.6	9.7	12.8	18.4	13.6	29	22.7

Percent Proficient English Language Arts



Percent Proficient Mathematics



= Met target
  = Did not meet target
  = Pending
  = Not Applicable

According to 2002 -2011 Accountability Progress Report on API, Parlier Unified School District made growth each year. In 2007-2008, the overall API for PUSD was 598 . In 2008-2009 we had a growth of 23 points for a total of 621. In 2009- 2010, we had a growth of 50 points for a total of 670.

The rationale for the API growth during the past several years has been the commitment to implement best teaching practices. The data team provided structure for our schools that were in program improvement. The district has made a commitment to professional development by implementing Systematic ELD, Frontloading, Results, Explicit Direct Instruction, academic coaches, etc.

We also contracted with the Fresno County Department of Education for assistance in years 2008- 2010. They provided several of our schools with Intervention consultants. The district contracted academic coaches last year at all sites. Some of our schools made growth, but we decreased our API in several school sites. As a result of decrease academic growth, we shifted our focus from academic coaches to district wide specialists. The specialists have been involved in developing pacing guides, pacing schedules, benchmarks, etc. In addition, we have been training grade level cohorts in K-6 and working with departments in grades 7-12. We are making a commitment to building capacity with students, teachers, administrators, and community stakeholders.

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2012-2014.**

As we analyze our PUSD 2004-2-11 Accountability Progress Report in ELA and Math, we can conclude the following:

The Proficiency rate in both ELA and Math has been increasing. In 2005, the AYP English Language Arts was 14.9, 2006 it was 18.2, 2007 it was 18.5, 2008 it was 21.5, in 2009 it was 23.6, in 2010 it was 30.5, and 2011 it was 31.2. The overall growth for that period between 2005 – 2010 was a 16.3 growth.

The Mathematics in 2005 was 20.2, in 2006 it was 23.2, in 2007 it was 23.3, in 2008 it was 26.3, in 2009 it was 31.7, in 2010 it was 42.3 and 2011 it was 42. The overall growth for that period 2005-2010 was 21.2.

# 2004 - 2011 Accountability Progress Report

	AYP English Language Arts																API							
	Participation Rate									Proficient Rate														
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth	2010 Growth	2011 Growth
AMO Target	95	95	95	95	95	95	95	95	12	23	23	34	45	56	67									
Overall	98	99	99	99	99	99	99	99	14.9	14.9	18.2	18.5	21.5	23.6	30.5	31.2	565	569	581	582	598	621	670	670
African American	100	100	100	50		100		100																
American Indian					100	100	100	100																
Asian	100	95	100	100	100	100	100	100	41.7	43.8	25				53.8									
Filipino	100	100	100	100	100		100																	
Hispanic	99	99	99	99	99	99	99	99	14.8	14.5	17.8	18.5	21.3	23.6	30.2	31.1	564	569	581	582	596	621	668	670
Pacific Islander	100	100	100	100																				
White	100	93	94	100	100	100	100	100			42.9		31.3	18.2	46.7	33.3								674
Two or More Races								100																
SED	99	99	99	99	99	99	99	99	15	14.8	18.2	18.5	21.6	23.8	30.3	31.3	567	569	581	582	598	624	670	671
English Learner	99	99	100	100	99	99	99	99	10.8	9.9	13.9	14.4	17.1	22.9	29.1	28.7			560	566	570	620	658	654
SWD	98	100	96	96	96	96	99	97	1.6	5.9	10.7	14.1	11.8	12.8	24	19			413	399	412	419	547	466

	AYP Mathematics																Graduation Rate							
	Participation Rate									Proficient Rate														
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
AMO Target	95	95	95	95	95	95	95	95	12.8	23.7	23.7	23.7	34.6	45.5	56.4	67.3								
Overall	89	99	100	99	99	98	99	98	23.4	20.2	23.2	23.3	26.3	31.7	42.3	42	90.2	86	78.5	89.5	76.5	93.3	69.72	34.01
African American	80	100	100	50		25		100																
American Indian					100	100	100	100																
Asian	100	100	100	100	100	100	100	100	15.4	50	37.5				76.9									
Filipino	100	100	100	100	100		100																	
Hispanic	89	99	100	99	99	99	99	98	23.3	20.2	23	22.9	25.7	31.7	41.9	42								
Pacific Islander	100	100	100	100																				
White	60	100	100	100	100	100	100	93		27.3	33.3		62.5	9.1	60	45.5								
Two or More Races								100																
SED	89	99	100	100	99	99	99	99	23.5	20.2	23.2	23.4	26.3	32.2	42.4	42.2								
English Learner	90	99	100	100	100	99	99	99	21.4	19.5	20.7	23.4	23.6	32.6	41.4	40.1								
SWD	84	100	98	96	97	96	98	91	5	6.6	9.7	12.8	18.4	13.6	29	22.7								

= Met target     
  = Did not meet target     
  = Pending     
  = Not Applicable

**Performance Goal 2:** All limited English Proficient students will become proficient in English and

reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

As we analyze our Annual Measurable Achievement Objectives (AMAOs), we can conclude the following:

#### AMAO 1

2009-2010

AMAO 1: According to the 2009-2010 Title III Accountability Reports, we met our AMAO 1. The target was 53.1 %. We met it by scoring 56.5%

2010-2011

AMAO 1: According to the 2010-2011 Title III Accountability Reports, we did not meet our AMAO.

#### AMAO 2

AMAO2

According to the 2009-2010, we met AMAO goals. The 2009-2010 target was 41.3 %. We scored 45%.

AMAO 2

According to the 2010-2011 Title III Accountability Reports, we did not meet our AMAO.

#### AMAO 3

AMAO 3:

PUSD did not meet the AMAO 3 goal in 2009-2010 and 2010- 2011. This is the 8<sup>th</sup> consecutive year not meeting AMAOs.

### **Performance Goal 3: By 2010-2011, all students will be taught by highly qualified teachers.**

Parlier Unified School District is committed to only hire teachers who are highly qualified. All teachers within the district are highly qualified.

### **Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning:**

The Parlier Unified School District is conducting the Healthy Kids Survey on a yearly basis. We are committed to developing Character Counts. Every school is committed to developing Safe School Committee and a Safety Plan. We have adopted a district-wide Positive Behavior

Intervention and Support (PBIS). We have implemented campus monitors at our secondary schools within our district.

As we look at Performance Goals 1, 2, 3, & 4, we will answer the following four questions.

**1. How are performance targets and activities based on student performance and factual assessment of current educational practice?**

Response: The PUSD has been following the activities set forth in the LEA Plan by identifying the key standards, administrators visitation of classroom, Marzano strategies, by keeping benchmarks in data director, by meeting on minimum days to review strategies, and student results. We have been following the practices outlined in the LEA plan.

**2. How educationally sound is the plan to help reach the targets?**

Response: The plan is educational sound as we are implementing the targeted activities to provide academic instruction for our students. Teachers are being trained on the researched based educational strategies.

**3. How timely and effectively is the plan being implemented?**

Response: The benchmarks are ongoing and the plan is effective. We need to continue to assess and provide ongoing teacher professional development within the Professional Learning Communities. We've shifted our academic coaches from the site to the district level to provide more district-wide teacher professional development. We've also provided accurate aligned benchmarks with the standards being taught in the classroom.

**4. If the plan has not been implemented as written, what were the obstacles to implementation?**

We've had a number of changes in administration. We are currently reviewing our LEA Plans, SPSA, CON Application, Bilingual Master Plan, District Wide Goals, and School goals. We will be meeting a mid year to review the plans.