SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

✓ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

✓ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

✓ Form 3 Narrative Response

✓ Form 4a LEA Projected Budget

✓ Form 4b School Projected Budget

✓ Form 5a LEA Budget Narrative

✓ Form 5b School Budget Narrative

✓ Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

✓ Form 7 Sub-grant Conditions and Assurances (three pages)

✓ Form 8 Waivers Requested

✓ Form 9 Schools to Be Served Chart

✓ Form 10 Implementation Chart for a Tier I or Tier II School

___ Form 11 Implementation Chart for a Tier III School, (if applicable)

PDF processed with CutePDF evaluation edition www.CutePDF.com

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE

July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Fresno		**County/District Code:** 10-62364
Local Educational Agency (LEA) Name Parlier Unified School District		**LEA NCES Number:** 06-29910
LEA Address 900 S. Newmark		**Total Grant Amount Requested** $12,000,000
City Parlier	**Zip Code** 93648	
Name of Primary Grant Coordinator Rick Rodriguez	**Grant Coordinator Title** Superintendent	
Telephone Number (559) 646-2731	**Fax Number** (559) 646-0626	**E-mail Address** mrrodriguez@parlier.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Rick Rodriguez		**Telephone Number** (559) 646-2731
Superintendent or Designee Signature		**Date** June 29, 2010

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
10-62364	Parlier Unified School District	Rick Rodriguez	Rick Rodriguez
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Parlier Unified School District
Authorized Executive:	Rick Rodriguez
Signature of Authorized Executive	Rick Rodriguez

SIG FORM 3 NARRATIVE RESPONSE

Background and Information

District Context:

Parlier Unified School District (PUSD) is located sixteen miles SE of Fresno, California. Established in 1903, the district consists of four elementary schools, one junior high school, one high school, and an alternative education center. Enrollment is 3334 students, but the district is experiencing declining enrollment and reports that for several years as many as 100 resident students per year leave the district to attend school in neighboring or other districts. The ethnic make-up of the district is 93%Hispanic with a high correlation among three subgroups of Hispanic, Socio-economically disadvantaged, and English Learners. The majority (66.74%) of the students speak a language other than English and nearly two-thirds of those second language learners (65.85%) speak Spanish. 100% of the students in Parlier Unified School District participate in the National School Lunch Program (NSLP).

Persistently Lowest Achieving Schools:

In 2010, (PUSD) was notified by the California Department of Education (CDE) that two of its schools were identified as among the Persistently Lowest Achieving schools in California.

List of Schools To Be Served:

PUSD is committed to serving its persistently lowest achieving schools. Those Tier I schools are:

Martinez Elementary School
Parlier Junior High School

The intervention model selected for each site is noted below.

Option(s) Being Implemented:

☐	RESTART MODEL	
☒	TURNAROUND MODEL	**Martinez Elementary School**
☒	TRANSFORMATIONAL MODEL	**Parlier Junior High School**
☐	CLOSURE MODEL	

Need For Change:

In 2009-2010, 87% of the students at Martinez Elementary School (MES) and 78% of the students at Parlier Junior High School (PJH) failed to score proficient in English Language Arts. 76% of the MES students and 84% of the PJH students failed to score proficient in Mathematics. That data added to a continual pattern of under achievement that spans more than five years. The 2009 Adequate Yearly Progress (AYP) shows MES met zero of eight proficiency targets; PJH met one of eight. While PJH grew twenty Academic Performance Index (API) points, MES declined by twenty-six points. The chart below details the history of RLA and Math performance for the two schools since 2005.

Percent Proficient

2nd grade	% Change	2009	2008	2007	2006	2005
RLA	-11	9%	13%	16%	13%	20%
Math	-13	23%	31%	49%	45%	36%
3rd grade						
RLA	-3	12%	19%	18%	18%	15%
Math	+12	39%	26%	44%	33%	27%
4th grade						
RLA	-2	14%	35%	12%	12%	17%
Math	+8	22%	25%	15%	11%	14%
5th grade						
RLA	+1	15%	8%	7%	13%	14%
Math	+21	32%	12%	10%	06%	11%
6th grade						
RLA	-6	15%	18%	21%	16%	21%
Math	-15	10%	21%	22%	16%	25%
7th grade						
RLA	+13	26%	21%	20%	16%	13%
Math	0	14%	11%	19%	17%	14%
8th grade						
RLA	+7	19%	20%	15%	16%	12%
Algebra	+21	31%	6%	3%	61%	10%
Gen Math	+7	11%	5%	4%	7%	4%

Martinez Elementary School (MES)

Grade Configuration: MES is a grades K-6 school.

Student Population: Enrollment at MES in the 2009-10 school year is 367 students. The school's numerically significant subgroups include Hispanic, Socio-economically Disadvantaged and English Learners. The student population includes 98.5% Hispanic, and 1.5% other. 69.7% of the population is identified as English Language Learners. 100% of the students participate for the National Student Lunch Program

Current Staff: In 2009-2010, MES has 18 general education classroom teachers, 1 Special Education teacher, and 5 paraprofessionals. 100% of the teachers have multiple subject credentials and are considered highly qualified under NCLB guidelines. 82.4% of the current teaching staff is Hispanic and 17.6% are Caucasian.

Parlier Junior High School (PJH)

Grade Configuration: PJH is a grades 7-8 junior high school.

Student Population: Enrollment for the 2009-10 school year is 487. PJH's numerically significant subgroups include Hispanic, Socio-economically Disadvantaged and English Learners. The student population includes 98.6% Hispanic, and 1.4% other. 54.6% of the population is identified as English Language Learners. 100% of the students participate in the National Student Lunch Program.

Current Staff: In 2009-2010 PJH has 28 classroom teachers and 2 Special Education teachers. 83.3% of the staff is highly qualified under NCLB guidelines. 82% of the teachers are Hispanic, 14% are Caucasian, and 4% are Asian.

i. Needs Analysis

There is a need for rapid improvement at MES and PJH. Existing structures, systems, staff, and leadership have had limited impact on student achievement and have been unable to "change the behaviors of practitioners" *(Center in Innovation and Improvement).* Barriers and constraints need to be identified and diligent daily support must be provided to administration and teachers. The schools need experienced principals and effective teachers. The Turnaround and Transformation models, as well as an honest diagnosis of the schools' current practices and past performance, are a prerequisite to improvement.

The instruments used to conduct the needs assessment include California Department of Education (CDE) Improvement Tools and other data sources.

IMPROVEMENT TOOLS	OTHER DATA SOURCES
District Assessment Survey (DAS	Site visits by the superintendent
Inventory of Services and Supports for Students with Disabilities (ISS for SWD)	Classroom observation by district leadership team
Academic Performance Survey (APS)	Classroom observations by DAIT team
	California Standards Test results (CST)
	Annual Measurable Achievement Objectives (AMAO)
	District benchmark data
	Staff and student attendance data
	Student expulsion and suspension data
	District Parent Survey

District Assessment Survey (DAS): The District Assessment Survey (DAS) was administered by the district administration in conjunction with the District Assistance and Intervention Team (DAIT). A district leadership team (DSLT) was established in order to ensure input from all stakeholders. DSLT members included Board members, district office personnel, site personnel, teachers, site council and advisory group members, parents, community members, administrative coaches from Fresno County

Office of Education (FCOE), and students. Results from the DAS formed the basis of the DAIT recommendations and action steps to improve student achievement. (See Appendix A) Progress toward full implementation of the recommendations is monitored, reported to the State Board of Education (SBE) and presented to all stakeholders at public meetings held three times per year.

Inventory of Services and Supports for Students with Disabilities (ISS for SWD)
The ISS was administered by the Director of Student Services with input from two Resource Specialist Program (RSP) teachers from PJH and the psychologist from MES. Results of the ISS indicate that most systems and compliance factors for students with disabilities are in place at both MES and PJH. However, no district wide intervention program exists and results show no shadowing of SWD is currently being done. Analysis of state assessments and district benchmarks indicate that students with disabilities are making growth, but it is not at a rate accelerated enough to close the achievement gap. (Appendix B)

Academic Performance Survey (APS)
At MES the APS was administered by qualified personnel that included the site administration, teachers, district academic coach, Parlier Faculty Association (PFA) president, and a DAIT team member. Staff was given advanced notice of the meeting and offered the district hourly rate stipend to attend. At PJH the APS was administered in April, 2010 by the site principal with participation from all departments and teachers.
Each of the nine Essential Program Components (EPC) was discussed, data and evidence was examined, and the group consensus determined the level of implementation for each EPC; fully, substantially, partially, or minimally.
Results of the APS from MES and PJH may be found in Appendix C

Results of the data collection were compiled by the district leadership team in conjunction with the external provider (Fresno County Office of Education). Findings were discussed with a variety of stakeholders that included:

- Board Members

- District Assistance and Intervention Team (DAIT)
- District School Leadership Team (DSLT)
- District Cabinet
- School Site Councils and Advisory Committees
- Site staffs
- Parlier Faculty Association (PFA)
- CTA representative
- Parent Committees
- Community members

Major Findings applicable to both MES and PJH

1. Leadership at both sites has been inadequate to bring about the necessary changes to culture, climate, instruction, collaboration, and student achievement. The principal of MES has changed twice in five years, but the school has decreased 76 API points over the last five years. The principal at PJH has changed twice in five years and during that time the school has failed to increase 50 API points.

2. Currently, instruction at MES and PJH is insufficient and substandard to meet the learning needs of students. Low expectations, limited skill and/or knowledge of content standards and effective strategies impact the level of rigor in most classrooms. Both MES and PJH need effective, motivated staff members that understand the need to address the culture of low expectations and accelerate the academic learning of low achieving students during the regular school day, after school, intersessions, and summer school. Incentives are needed to encourage educators with skill, experience, and determination to apply in order to implement the requirements of the improvement models.

3. Class sizes at MES are 30-1 in grades K-6. Smaller class sizes are encouraged in the primary grades to meet the specific needs of the large

number of limited English proficient students and those scoring below grade level.

4. Although compliant, 2002 Reading Language Arts (RLA) materials are used at both sites. However, there is a need for a system of ordering, acquiring, distributing, and use of State Board of Education (SBE) adopted textbooks. There is an ineffective system of inventory and ordering, and while most students have text books in the core content areas, there is evidence that is not the case for all students. Texts are often not available until months after the first day of school, and are not used with fidelity in each classroom. The development of policy, dissemination of roles and responsibilities for curriculum materials, timely ordering and distribution of texts, and the monitoring of use is needed in order to warrant full implementation.

5. The District does not have a district-wide intervention program. Neither school has SBE approved texts for RLA or Math Intervention. This requires immediate attention in order to address the needs of identified intensive and strategic students. The district has completed the process of identifying an intervention program and DAIT recommends its purchase and having it in place for the 2010-2011 school year.
   Teachers will need the intervention curriculum, resources, technology, and professional development, as well as guidance and support to properly implement an effective intervention program.

6. Bell and class schedules indicate that instructional minutes are as recommended for RLA and Math, but effective use of Universal Access and intervention time is not in place in all classrooms for core subjects. Instructional time needs to be increased and monitored for students to receive extended opportunities for learning. At PJH the master schedule reflects a six period day with classes 58 minutes in length and one period that is 40 minutes long. Some students have additional periods of RLA and Math intervention, but that is not available for all who demonstrate a need for extended learning time . ELD is

provided daily for English Learners. As per the Turnaround Model, and allowable in the Transformation Model, additional instruction time is necessary for students to receive quality first teaching, as well as extended opportunities for learning and intervention.

7. A pacing guide is in place at some grade levels in RLA,but it is not in a consistent format and not used by all teachers. A new pacing guide was to be developed with a new (RLA) adoption. However, due to state waivers and district budget considerations, the district did not adopt a new RLA program for use in the Fall 2010. Pacing guides in math were developed during the 2009-2010 school year and are substantially in place in most classrooms. With input from teachers and coaches, the Turnaround Director will oversee the development of pacing guides in RLA and Math in order to align curriculum, instruction, and assessments in grades K-8.

8. Not all administrators have received training at their school level in the most recent RLA and Math core and intervention adoptions or in training necessary to implement the nine Essential Program Components (EPCs). There is a need for all site administrators to receive this training with monitoring and support from the LEA.

9. Nearly 80% of the certificated staff and the principal have received targeted professional development in the areas of RLA, Math, and English Learners Professional Development (ELPD). However, application of the skills learned in those courses is not reflected in daily instruction. A "refresher" course and monitoring is needed in order to ensure that all staff know, understand, and use the instructional strategies identified as most effective in meeting the learning needs of all students.

10. Teachers need assistance and support in lesson design and delivery, curriculum mapping, differentiated instruction, checking for understanding, the use of effective strategies, appropriate use of Universal Access and

intervention, culturally sensitive instruction for all students including English Learners and Students with Disabilities. Intensive coaching time is needed to support teachers in RLA, Math and ELD to effectively implement the curriculum, improve instruction, incorporate effective strategies, develop lessons, and model instruction.

11. The data management system Data Director, provides both MES and PJH with data from numerous sources: California Standards Test (CST) grade, class and student information, district benchmark data, CELDT scores, and curriculum imbedded formative assessments. Collaboration time is provided bimonthly for teachers, but no structure exits to monitor and guide teachers to use data and time effectively. There is a need for teachers and administrators to be trained in the structure and protocol of regular collaboration, using student data, research based instructional strategies, lesson design, and delivery to ensure all students are progressing academically, including English Learners (EL) and Students with Disabilities (SWD).

12. Communication with parents is compliant to standards for participation in advisory groups and translation of materials, but is mainly one way. SIG funds will allow for a psychologist to provide outreach to parents to ensure they understand and have input into their child's education, as well as address social-emotional needs beyond language that may impact learning. PJH is in need of an home academic/intervention liaison to connect home and school, as well as provide training to parents and families.

13. EL students receive English Language Development (ELD) daily, but lack of a district wide program for ELD prevents an alignment of ELD with core RLA. There is a need to implement a comprehensive ELD program that address the varying language level needs of the large percentage of English learners. Teachers need access to multi-media resources to ensure that listening, speaking, reading , and writing are incorporated into instruction and assignments, as well as to connect students to 21st Century Learning.

Teachers will need materials, training, guidance, collaboration, and monitoring to ensure that effective teaching is happening in all classrooms, every day. The chart below summarizes and aligns the major findings with the requested SIG funds.

	Finding 1	Finding 2	Finding 3	Finding 4	Finding 5	Finding 6	Finding 7	Finding 8	Finding 9	Finding 10	Finding 11	Finding 12	Finding 13
Turnaround Director	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
School Psychologist		✓			✓					✓	✓	✓	
Academic Coaches		✓		✓	✓	✓	✓		✓	✓	✓		✓
Academic/ Intervention Counselors		✓			✓	✓			✓	✓	✓	✓	
Additional Teachers		✓	✓		✓								
Extended Day and Year		✓			✓	✓	✓					✓	✓
Professional Development		✓		✓	✓	✓	✓		✓	✓	✓		✓
Academic Liaison (PJH only)		✓	✓								✓	✓	
Classroom refurbishing			✓										
Incentives (*required in Turnaround Model)*	✓	✓				✓			✓			✓	
Intervention materials and supplies				✓	✓	✓	✓		✓	✓	✓		✓

ii. Selection of Intervention Model(s)

In February 2010, CDE notified PUSD that two of its schools were among California's persistently lowest achieving. The PUSD Board of Trustees opted to pursue an improvement course and directed the Superintendent to apply for the School Improvement Grant funds available for both schools. The district selected improvement models for MES and PJH based on the research from the Center for Innovation and Improvement that the "most successful schools and businesses have used a thoughtful and lengthy process to establish the needs and planned for the future restructuring of the schools." They followed a diligent process of providing detailed information to the District School Leadership Team, Cabinet, Board of Trustees, school administrators, staff, parent advisory groups, and the community at large about the requirements of each model.

The following schedule was used to ensure proper notifications, allow for input from all stakeholders, and select intervention models:

- The Superintendent met with the DAIT team to review existing options in order to meet the SIG requirements.
- The Superintendent presented information and options to the district Leadership team and Cabinet.
- The Superintendent presented information to the staffs at MES and PJH.
- March 18, 2010-The Superintendent presented intervention models and SIG grant information to the Parlier Trustees at a Board Study session.
- April 6 and April 20, 2010-Public hearings were held at MES
- April 8 and April 22, 2010-Public hearings were held at PJH
  (During the Public Hearing sessions, information was presented on the four intervention models and feedback gathered from parents, students, teachers, and community members. Agendas and sign in sheets and were provided. (See Appendix D)

- On April 27, 2010, the PUSD Board of Trustees directed the Superintendent to implement the Turnaround Model at MES and the Transformation Model at PJH.

The Board of Trustees deemed the **Turnaround Model** to be the best fit for the academic needs of the students at MES because:

1. MES is in PI Year 5 plus status
2. MES has failed to make API progress and has decreased seventy six points (-76) during the five year period.
3. The MES staff has the highest teacher experience index and the highest percentage of elementary teachers with advanced degrees, yet the school's API is up to 136 points less than other elementary schools in the District.
4. MES administration was changed in 2008.
5. MES is the lowest scoring school of the 193 elementary schools in Fresno County (based on API ranking)
6. Assessment data indicates a failure to close the achievement gap and reach AYP targets.
7. Fidelity to the core programs is not being implemented and contributes to the lack of increased student performance.
8. Professional development opportunities and support to staff have failed to translate into advancing student achievement

The District did not choose the Transformation Model for MES because the required program components were insufficient to bring about necessary reform. The majority of the MES staff has been together for over ten years and contract language and seniority makes it difficult for the district to make involuntary transfers.

The Closure Model would prove unrealistic and inconvenient for parents and students in northwest Parlier and would increase costs of transporting students to three different elementary schools.

The Restart Model was examined, however PUSD is dissatisfied with previous charter relationships and is therefore unwilling to relinquish control of MES to an outside agency.

The PUSD Board elected to implement the **Transformation Model** at PJH because there is only one junior high in the district. The Turnaround Model and the Closure model are not feasible under the existing Parlier Faculty Association (PFA) bargaining unit agreement. For teachers with single subject credentials, there is no other junior high site for staff reassignment.

The Restart Model was examined, but not selected, because the district chooses not to turn over school management to any outside agency. The Board determined that the Transformation Model to be the most appropriate selection to address the following:

1. PJH failed to grow 50 API points growth over the past five years.
2. PJH has an API under 600
3. The Board wants to expedite student achievement at PJH.
4. There is only one Junior High School in the district and transfer of staff is not a realistic option
5. Assessment data indicates a failure to close the achievement gap and reach AYP targets.
6. Fidelity to the core programs is not being implemented and contributes to the lack of increased student performance.
7. Professional development opportunities and support to staff has failed to translate into advancing student achievement

iii. Demonstration of Capacity to Implement Selected Intervention Models

After extensive consultation with a wide variety of stakeholders, it was determined that the district, in conjunction with the external provider, is fully committed to and has the capacity to implement the **Turnaround Model** requirements at MES and the **Transformation Model** at PJH. That capacity is evidenced by their plan to fully execute the required and permissible elements, as well as utilize existing human and

fiscal resources to support and maintain the school through the reform process. School Improvement funds will be used to implement the following requirements.

Required Activities:

a. Replace the principal

The PUSD Board of Trustees directed the superintendent to replace the principal at PJH and MES due to a lack of evidence of effective leadership and failure to make growth in student academic achievement. The Board also directed the superintendent to rehire no more to 50% of the MES staff.

The DAIT team assisted the district in paper screening applications. An interview panel consisting of district office personnel, site principals, vice principals, DAIT team members, and teachers was convened to interview qualified applicants. Interview questions were developed to address the specific requirements of the intervention model selected. Principals for both sites will be selected in a timely manner in order to allow sufficient time for them to fully implement a comprehensive plan to include hiring of staff, calendar, master schedule and budget. At this writing the principal for PJH has been selected and interviews for the principal at MES are scheduled for June 1, 2010.

b. Staff effectiveness: The district has notified staff at MES of the Turnaround Model requirement and that 50% or more of them will be displaced. All teachers in the district have been notified and criteria for application to either the Turnaround or Transformation Model schools has been made public. Applicants will submit the following:

- A statement of interest
- A resume
- Portfolio of success in teaching underachieving students
- Application and interview requirements and questions
- Evidence of completed professional development
- Principal recommendation
- Willingness to participate in the change process

In addition to the screening process the district leadership team may observe the applicant teachers demonstrating a lesson in a classroom setting.

The district and Parlier Faculty Association (PFA) have worked collaboratively and drafted a memorandum of understanding (MOU) that outlines agreements as to the:

- Voluntary transfer of staff at MES
- Screening process for existing staff
- Screening process for in-coming staff
- Posting of vacancies

The new administration will participate in the staff selection process and are committed to building an effective instructional team.

c. Incentives

It is essential that the LEA recruit and retain effective staff. The Transformation Model at PJH does not require the selection of new staff, but no more than 50% of the staff at MES will be hired as per the Turnaround Model. Fiscal and intrinsic incentives will be used to build a new team and provide incentives for qualified staff members. Incentives include:

- The opportunity to be a part of a team to implement a culture of learning and achievement
- Teacher leader opportunities
- Smaller class sizes
- Signing incentives for certificated staff selected for positions at MES in year one
- Performance incentives for staff in year 2 and 3 based on multiple measures including a 50 point API growth, evidence of strong student performance, and attaining student academic goals.
- Paid professional development opportunities
- Additional payment for increased instruction time
- Additional payment for increased collaboration time

d. On-going, Job imbedded Professional Development

SIG funds will be used to provide high quality "standards based, results driven, and job imbedded" *(Handbook for the Effective Implementation of School Improvement Grants)* professional development in order to advance the effectiveness of staff and specifically address the needs of the student population. Professional development will address four key areas:

1. **Good first teaching through effective instruction for all students including English learners and students with disabilities**
    a. Peer observation
    b. Collective and differentiated mentoring and coaching
    c. Curriculum planning and development
    d. Lesson study
    e. Strategies of English Learners and students with disabilities
    f. Culturally sensitive instruction and needs of high poverty students
2. **Intensive intervention**
    a. Use of student data to inform instruction
    b. Using formative assessments to determine instructional needs
    c. Linking the Day and After School Program
3. **Use of student data to inform instruction**
    a. Goal setting activities at the student, class and grade levels
4. **Collaboration through Professional Learning Communities**
    a. Professional Learning Communities training
    b. Grade level collaboration training for systems and protocols
    c. Cycles of Inquiry around student data

Additional professional development opportunities will include, but are not limited to, an additional 120 hours beyond the work day; 40 hours before school begins in August (Start Up), 40 hours during intercession (November, December, and/or March/April), and 40 hours after school (June).

Professional development will be monitored by the Turnaround Director, principal, coaches, and teachers, data collected, and results used to make decisions about program effectiveness and progress toward goals.

e. Governance Structure

An overarching layer of governance is essential at the two identified lowest achieving schools. There is a need for immediate attention, attendance to academic, and coordination the SIG improvement efforts. SIG funds will be used to provide a Turnaround Director that will serve only MES and PJH. The responsibilities of the Turnaround Director will include but are not limited to:

- Communicate the single focus of academic achievement
- Set high expectations and improvement objectives
- Ensure full implementation of the selected models
- Build parent and community involvement
- Coordinate and communicate with the LEA, principal, content coaches, DAIT providers, and stakeholders
- Monitor classroom instruction
- Assist in the development of observation protocols, pacing guides, curriculum maps, assessment metrix
- Address needed changes to district policy and procedures
- Coordinate professional development
- Assist in the implementation of a mutli-tiered intervention program
- Identify and eliminate barriers to progress
- Provide input into staff effectiveness and evaluation
- Provide reports to CDE

As the external provider, FCOE will coordinate the improvement efforts of DAIT and SIG. The DAIT team will continue to monitor progress, collect and analyze data, communicate with the superintendent, report to stakeholders, and provide DAIT reports to the SBE and CDE.

f. Research based instructional program

The LEA will provide the required SBE approved core instructional materials at MES. SIG funds will be used to purchase supplemental intervention materials, supplies and technology primarily in year one of the grant. The Turnaround Director, principal, intervention counselors, and coaches will ensure that the core instructional program in RLA, Math and ELD, as well as intervention and ancillary materials for universal access are used in all classrooms. Use of materials and instructional minutes will be documented for daily use, monitored for fidelity school wide, and reported to the superintendent, at principal summits and public hearings.

g. Continuous use of data

MES and PJH have access to many types of data—state, district, school, and class academic assessments, attendance, behavior referrals, suspensions, expulsions, language development, as well as access to a data system that develops reports and disaggregates information. The Turnaround Director, principals, intervention counselors, and academic coaches will create a system that ensures student achievement results from multiple measures are used, discussed, and analyzed by teachers. A continuous school improvement model and use of data will be a large portion of how the extended work day and teacher collaboration will be structured. Teachers will receive training in the effective use of data to measure:

- The effectiveness of instructional strategies
- Teacher strengths and areas of weakness
- Needed professional development
- Students' need for intervention or enrichment
- Progress toward short term and long term goals

The Turnaround Director will support principals in using data to

- Determine teacher effectiveness
- Develop teacher chat questions
- Assess program effectiveness
- Report to stakeholders

h. Additional instructional time and restructured days.

Both MES and PJH will extend and restructure the school day by 300 hours per year. The school day at each site will be extended one hour. Student contact time will increase:

- At PJH 40 minutes per day
- At MES Kindergarten 75 minutes per day
- At MES Grades 1-3 55 minutes per day
- At MES Grades 4-6 25 minutes per day

The increase in instructional minutes will allow for a common release time for grades K-6 as well as provide a common collaboration time school wide.

A Response to Instruction and Intervention (RTI^2) model will be put in place and provide multiple levels if support that includes good first instruction, reteaching, universal access, tutoring, additional instruction time, referrals to a Student Success Team or Special Education assessment.

The teacher workday will be extended by 60 minutes per day, as well as by 120 hours of Professional Development to include one week before school begins, one week during intercession, and one week after school ends in June. Collaboration with the After School Program will provide an extended focus on core instruction through alignment of the academic component.

I. Social-emotional and community oriented services

Through SIG funds, a school psychologist will be shared by both MES and PJH to address the academic, social-emotional needs of students, provide parent outreach, and ensure two way communication and collaboration with teachers. With SIG funds one academic counselor will serve MES and two will serve at PJH to monitor student needs that include attendance, behavior, and academic progress. Involvement by administration and new staff members is imperative to develop a nurturing culture that recognizes and address all barriers to student achievement.

iv. Recruitment, Screening, and Selection of External Providers

In November 2008, PUSD progressed in district program improvement status to year three and was identified by the California State Board of Education (SBE) for corrective action and assignment of sanctions and associated technical assistance. Due to PUSD corrective action ranking, the Fresno County Office of Education (FCOE) was assigned as the external provider and District Assistance and Intervention Team (DAIT).

FCOE has been certified as a DAIT provider by the SBE, has developed a positive partnership with PUSD, and has provided support over the past eighteen months. PUSD chooses to continue to partner with FCOE as the external provider for support in the selection, development, and implementation of the intervention models selected for its schools. The FCOE DAIT team will also assist PUSD in coordinating reforms efforts with existing DAIT recommendations.

FCOE Ability to turn around underperforming schools:

Fresno County Office of Education (FCOE) has recognized success in turning around low performing schools in California's San Joaquin Central Valley, one of the most challenging and diverse regions in the nation. Over the past six years, the FCOE team of skilled educators with expertise in governance, leadership, curriculum, instruction, assessment, fiscal operations, parent and community involvement, human resources, data systems, achievement monitoring, and professional development, has worked with 15 districts and 39 schools to bring about systemic sustained reform. FCOE has assisted districts and schools in order to meet the federal Annual Yearly Progress targets and to successfully exit Program Improvement status. (See Appendix E)

The effectiveness of the FCOE DAIT providers is evident in PUSD. Five of the six schools have made API growth of +13,+20, +20, +39 and +42 points and two of the four elementary schools met Federal Adequate Yearly Progress (AYP) targets after working with DAIT providers for six months. Quarterly reports to CDE indicate that in sixteen months progress in the implementation of DAIT recommendations is as follows:

- three of nine (33%) major recommendations are considered to be partially implemented,
- five of nine (56%) major recommendations are considered to be substantially implemented and;
- one of nine (11%) major recommendations is considered to be fully implemented.

Full implementation will be considered when recommendations are part of the PUSD culture and organizational structure. Below are additional PUSD/DAIT accomplishments that have been reported to SBE and stakeholders:

- 130 of 150 teachers have completed the SB472 ELPD training
- 6 Principals have completed the SB472 ELPD training
- District has hired a Director of Technology and a technician to assist all sites with accessing student data
- Benavidez Elementary and Brletic Elementary met 08-09 AYP targets after the data corrections were submitted
- Weekly meeting with Superintendent to address progress on DAIT recommendations
- Academic Coaches are in place at five of six sites
- Grades 2, 5, 6 and 7 demonstrated growth on RLA benchmark assessments and grades 2, 3, 4, 5, and 7 demonstrated growth in math.
- Administrators conduct daily observations and observation logs are submitted to the superintendent on a regular basis

v. Align Other Resources with the Selected Intervention Models

Currently PUSD uses categorical funds to enhance educational programs at MES and PJH. Title I, Title II, Title III, Economic Impact Aid-Limited English Proficient (EIA-LEP), Economic Impact Aid-State Compensatory Education (EIA-SCE) funds are used at both MES and PJH. PJH uses Quality Education Investment Act (QEIA) monies to augment existing programs. The chart below indicates the categorical funding source

that the district has identified and committed to the successful implementation of the requirements of the Turnaround Model at MES and the Transformation Model at PJH.

Funding Source	Purpose	Support for SIG Model Implementation
EIA-SCE	Help educationally disadvantaged students succeed in the regular program	Certificated and classified personnel, instructional materials, technology and hardware, conferences and workshops, consultants/trainer, transportation, benchmark assessments
EIA-LEP	Develop fluency in English and academic proficiency of English Learners	Certificated and classified personnel, instructional materials, books and materials, technology and hardware, computer lab, multi-media center, conferences and workshops (ELPD training), consultant/trainer, transportation
Title I	Upgrade the educational program in high poverty areas	Certificated and classified personnel (Learning Director, psychologist, Outreach consultant, academic coach) instructional materials, technology, hardware and equipment, workshops and conferences, supplemental instructional materials
Title II	Improve and increase the number of highly qualified teachers and principals	Professional development opportunities for staff, AB430 training for administrators
Title III	Supplemental language instruction to assist EL students attain English proficiency and meet performance standards	Instructional materials, technology hardware, conferences, workshops, consultant/trainer. Transportation, parent education, CELDT administration, ELD program materials
QEIA *(PJH only)*	Reduce student teacher ratio, provide qualified staff, increase teacher experience index, provide professional development, and satisfy Williams requirements	Certificated personnel, conferences and workshops, instructional materials, technology, multi-media resources

vi. Align Proposed SIG Activities with Current DAIT Process

The California SBE identified the major improvement goals from the PUSD DAIT report submitted in March 2009. (Appendix F) The collaborative partnership between PUSD and FCOE assists in the alignment of DAIT recommendations and required elements of the Turnaround and Transformation models. The nine major improvement goals are identified below, along with the focus of the DAIT and alignment with the SIG

common focus at all sites	

3. ***Alignment of C, I, & A - Prior to the implementation of a Dual Immersion Program, develop a research based, fully articulated plan that is detailed in the Master Plan for ELs.***

DAIT Activity	SIG Activity
PUSD worked with the DAIT EL Coordinator to develop and implement an articulated plan for students whose parents elected to have their children in a Dual Immersion (DI) class. DI classes are available at one elementary site and eliminated all others. Monitoring of student progress and program effectiveness is ongoing.	Neither MES nor PJH will have Dual Immersion classes. However, the needs of EI students will still be a focus including English Language development, interventions, access to the core, vocabulary development, deployment for language level instruction, etc.

4. ***Alignment of C, I, & A - Hold site administrators responsible for daily classroom observations, observation logs, reflective questioning/ feedback with teachers, and reports to the district Cabinet to improve the quality and consistency of classroom instruction.***

DAIT Activity	SIG Activity
The superintendent has directed that all principals set side at least one hour per day to be in classrooms to observe the implementation of effective instructional strategies. Observation logs are turned in monthly. Principals hold teacher chats and review student achievement data after each benchmark administration.	Turnaround required activity b, c, d, e, f, and g Transformation required activity a2, a3, a4, a5, b1, b2, The Transformation Director, principal, and academic coaches will be responsible for daily classroom observation to ensure the skill of staff meets the learning needs of students. They will provide necessary professional development and support, align curriculum, instruction, and

	assessment, promote continuous use of data, and promote effective increased learning time. Results will be shared individually and collectively with grade levels and staff in order to build data walls and chart continuous improvement. Results will also be reported to the superintendent and stakeholders.

5. ***Fiscal - The LEA Plan will detail fiscal plans and expenditures as tied to achievement goals and priorities.***

DAIT Activity	SIG Activity
At the beginning of the DAIT process the district LEA plan was revised to reflect DAIT recommendations. Resources were aligned with student need. The LEA Plan was reviewed by the SBE, accepted with commendations and without need for revision.	Turnaround required activity c. Transformation required activity a3, a5. The LEAP achievement goals (proficiency in RLA and Math, proficiency for EL students, safe and healthy learning environment, and highly qualified teachers correlate with the annual goals for student achievement detailed in part ix and will be the major focus at MES and PJH. Upon approval, the district LEA plan will be revised to reflect the required activities and budgets of the Transformation and Turnaround Models.

6. ***Parent & Community Involvement. - Implement family and parent involvement policies and programs at all schools in order to provide multiple opportunities for parents and family members***

DAIT Activity	SIG Activity
In addition to regularly scheduled parent involvement activities, the district has	Turnaround required activity i.

implemented parent and community involvement as per the DAIT recommendations. Parent surveys, public hearings, participation on site councils, advisory groups, and invitations to the community DAIT dinners have provided opportunities for parents to have two way communications with the districts and schools.	Transformation required activity c2. With the guidance of the Turnaround Director MES and PJH will continue with existing district parent communication opportunities. Newsletters, monthly calendars, Tell-A-Parent, website announcements and parent activities will inform parents as to daily events. A psychologist will join the MES and PJH team in order to address the socio-emotional needs of students, as well as to provide outreach to the community. PJH will add a counselor and a school-to-home academic liaison to increase two way communications between parents and staff.

7. Human Resources - Restructure existing resource teacher positions and responsibilities to develop site content specialist positions (academic coach) to best provide flexibility, classroom coaching and modeling, and intervention opportunities.

DAIT Activity	SIG Activity
In August 2009, the district restructured the school resource teacher positions in order to provide academic coaches at the elementary and middle schools. Coaches are responsible for coaching, providing model lessons, providing professional development and supporting teachers. Coaches receive on-going professional development from a member of the DAIT team and attend monthly collaboration with other district coaches in the county.	Turnaround required activity d, e, f, and g Transformation required activity a4, b1, b2, d2. A district coach will continue to be assigned to MES and PJH. However, SIG funds will also allow for an additional coach to support teachers specifically in RLA, Math, and ELPD.

8. Data Systems - Have district and site staff analyze data from multiple

sources (California Standards Tests, California English Language Development Test scores, benchmarks assessments, curriculum imbedded assessments) and develop action plans to improve instructional practices.

DAIT Activity	SIG Activity
Through the DAIT process the district has implemented as assessment calendar and system of reviewing achievement data. Principal Summits and DAIT Dinners also include staff and student attendance information, behavior, CELDT and benchmark data. The principals all use a common observation form to assess for the implementation of instructional strategies	Turnaround required activity f, and g. Transformation required activity b1, b2. MES and PJH will continue in the district and DAIT activities. However an administrative coach and the Turnaround Director will assist in the development of curriculum imbedded assessments, lesson design study, multi-tiered inventions for academics and behavior, collaboration through Professional Learning Communities, vertical articulation, activities to align curriculum and instruction, as well daily walk throughs and observations. Assessment data will be used to inform instruction and walk through data will determine the necessary feedback, coaching, and Professional Development for teachers.

9. Professional Development - Schedule and provide PD activities that reflect research-based strategies for improved student achievement with a focus on standards-based content knowledge and ELD.

DAIT Activity	SIG Activity
Approximately 80% of the district's teachers have received professional development in SB472 RLA, SB 473 Math, and SP472 ELPD.	Turnaround required activity b, c, d, f, and g. Transformation required activity a4, b1, b2, c1, Professional development to train new

	administration and staff in curriculum, instruction, effective strategies for EL students and students with disabilities, effective use of data, collaboration, and professional learning communities are planned. Follow up coaching and monitoring will be part of the daily routine to ensure accountability for fidelity and implementation.

vii. Modify LEA Practices or Policies

Collective bargaining statutes and regulations that restrict the LEA and schools' ability to "make justifiable changes in staffing, budgeting, and scheduling policies and procedures" will need to be addressed. (*Handbook on Effective Implementation of School Improvement Grants)* At this time, the district is unsure of all Board policies that may need to be amended to implement the Turnaround Model at MES and the Transformation Model at PJH, but is committed to working with all involved parties to provide a successful improvement process. Changes to current practice and policy will be subject to bargaining unit discussion and agreement. The district understands that the majority of polices that will need to be amended deal with the building of human resources and capacity and is committed to working the Parlier Faculty Association (PFA) to achieve and sustain improvements. However, the district reserves the right, as per current agreement language, to make position assignment at MES and PJH based upon program need.

Policies that will need to be amended include:

- The hiring process for teachers applying for positions at MES.
- Incentives and additional compensation for teachers applying for a position at MES
- Additional compensation for new principals
- Hiring addition staff

- Changing the instructional minutes and the work day at MES and PJH

Currently the district has revised the application and hiring process for staff members applying for positions at MES and PJH. Changes to that process include, but are not limited to:

1. Involuntary transfers
2. Application and interview requirements and questions
3. Teacher/staff survey
4. Incentives/bonuses
5. Participation in past professional development opportunities
6. Longitudinal achievement data
7. Observation results
8. Willingness to participate in the change process

The district began conversations with the Parlier Faculty Association (PFA) in order to implement the requirements of the Turnaround model at MES. In May 2010, PUSD and the PFA drafted a memorandum of understanding (MOU) that outlines agreements as to the:

- Voluntary transfer of staff at MES
- Screening process for existing staff
- Screening process for in-coming staff
- Posting of vacancies

This MOU demonstrates a good faith effort on the part of the district and PFA to address the students' needs critical in the two underperforming schools. Other policies and agreement language may require revisions as future need dictates. A focus on student achievement is evidenced by the collaborative spirit of both parties. (Appendix H)

viii. Sustain the Reforms after the Funding Period Ends

As noted on Form 8 of the application, PUSD will apply for the:

☒ Time Extension Waiver - Waive Section 421(b) of the General Education Provisions Act (20 *U.S.C.* § 1225[b]) to extend the period of availability of school improvement funds to September 30, 2013.

As shown on the budget pages, the majority of requested funds will be used to build human capacity throughout the three year period of the grant. Oversight of the model requirements by the Turnaround Director and intensive professional development and collaboration time and training will not extend beyond three years. The district is committed to using Title I, Title II, Title III, EIA, and General fund monies to provide necessary allocations crucial to sustain reform.

☒ PUSD will also apply to Waive Section 1116(b) (12) of the ESEA to permit the LEA to implement a Turnaround Model at MES to "start over" in the school improvement timeline.

ix. LEA's Annual School Goals for Student Achievement

Learning goals for student achievement at MES and PJH are measurable and based on the state's assessments in RLA and Mathematics. They are clear, specific, and address students' progress toward proficiency through 2014. Goals will be measured annually by the California Standards Test results, but monitored regularly along the way by benchmarks, frequent formative assessments, and multiple measures to chart student growth. Classroom observations, collaborations, teacher chats, and professional development will determine adjustments to instruction that need to be made. Data will be reviewed by the CAO, principal, coaches, and teachers to map progress toward established goals.

Goal 1: MES and PJH will increase the number of students demonstrating proficiency in RLA by 8 percentage points annually for five years as measured by the CST.

MES RLA Percent Proficient Targets

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
13.3	22	30	38	46	54

PJH RLA Percent Proficient Targets

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
21.7	30	38	46	54	62

Goal 1: MES and PJH will increase the number of students demonstrating proficiency in RLA by 8 percentage points annually for five years as measured by the CST.

MES RLA Percent Proficient Targets

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
13.3	22	30	38	46	54

PJH RLA Percent Proficient Targets

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
21.7	30	38	46	54	62

Goal 2: MES will increase the number of students demonstrating proficiency in Math by 8 percentage points annually for five years as measured by the CST.

MES Math Percent Proficient Targets

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
24.4	33	41	49	57	65

PJH Math Percent Proficient Targets

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
15.8	24	32	40	48	56

Plan for Monitoring

PROCEDURES	TIMELINE	PERSONNEL RESPONSIBLE	PLAN FOR MONITORING
Align state content standards and identify subject-specific "Power Standards" in RLA and Math	June, 2010 – August, 2010	Turnaround Director (TD), Principal	"Power Standards" documents distributed to K-8 teachers and parents
Ensure that all students have access to SBE approved textbooks and ancillary materials in RLA, Math and intervention (EPC 1)	Annually by August 1	Mr. Sandoval, Director of Projects & Programs TD Principal	All students have texts by the first day of school Williams Compliance report
Develop schedules for all grades that ensure recommended instructional minutes for core and minimize interruptions. Develop schedules that provide intervention and accelerated instruction for strategic and intensive students (EPC 2)	Annually by August 1	Principal	Schedules/Master schedule that are distributed to K-8 teachers and parents
Create and implement interventions for struggling students K-3 and 4-8	Ongoing &	TD Principal	K-3 Universal Access time 4-8 extended period/class
Develop and provide K-8 instructional/assessment	August 1, 2010	TD Principal	Pacing documents for RLA and Math

pacing guides in RLA and Math for daily use in all classrooms (EPC 3)			distributed to K-8 teachers
Ensure the principal and vice-principal(s) have administrative training in SBE-adopted RLA/Math/ELD basic core and intervention program materials (EPC 4)	Ongoing as needed	District Office TD	Registration and attendance documents at trainings
Ensure that all classrooms have highly-qualified teachers appropriately credentialed for their assignments. (EPC 5)	Ongoing as needed	District Office HR	District CMIS plan CBEDS
Conduct daily classroom observations and provide effective feedback to teachers regarding student learning	Daily-August-June 2010-2015	TD Principal Coach	Observation logs Coaching schedule and logs
Provide intervention teachers ongoing, content experts, coaches, and/or specialists who work primarily in the classroom (EPC 6)	Annually by August 1	District Office HR	Coaching schedule
Ensure access to electronic data management system, for the administering, scoring, analyzing, and using student achievement data (EPC 7)	Annually by August 1	TD Principal Coaches Technology Director	Data Director reports Collaboration agendas Cycle of Inquiry dates Teacher chats
Develop Professional Learning Communities (PLCs) by providing, training, and supporting structured opportunities for frequent collaboration around student achievement (EPC 8)	Ongoing annually	TD Principal	Professional Development agendas PLC documents Collaboration schedules
Ensure the allocation and coordination of district,		District CBO TD	District/site budgets SIB monitoring and

school site general , categorical, and SIG funds to support student learning and target goals (EPC 9)		Principal	annual report

x. Serving Tier III Schools

PUSD will serve two Tier I schools and does not plan to serve Tier III plans at this time. As per notification by CDE priority for funding will be made to Tier I and II schools. When Funds become available PUSD will submit an application for its Title III schools.

xi. Consultation with Relevant Stakeholders

PUSD consulted with numerous stakeholders that include Board members, County Office partners, district office staff, teachers, classified staff, parents, and the community regarding the application for available funds necessary to implement the improvement process at MES and PJH. Input from all parties was solicited during meetings, visitations, and public meetings. The LEA has undertaken the task to ensure consultation with all stakeholders to fulfill the requirement of soliciting input. The process was collaborative and parents and community members supported the choices for the Turnaround Model at MES and the Transformation Model at PJH. As to the district's decision, no objections were made and involved no rejection of input. There is a sense of uncertainty throughout the district, but staff members at both sites have neither protested, nor formally expressed opposition to the model selected for their school. Two staff at MES members resigned their positions for 2020-2011, others are unsure of their placement in the district.

Date	Type of Meeting	Stakeholders
February 26, 2010	Superintendent met with DAIT partners to discuss SIG process	Superintendent DAIT team members
March 5, 2010	Superintendent met with	Superintendent

	DAIT partners to discuss the four improvement models	DAIT team members
March 9, 2010	Superintendent met with district Cabinet to provide information and obtain input	Superintendent Director of Student Services Director of Special Projects Chief Business Officer
March 11, 2010	Superintendent met with Parlier Faculty Association (PFA) president and CSEA representative	Superintendent PFA president CSEA representative
March 17, 2010	Superintendent met with district Leadership team	Superintendent Director of Student Services Director of Special Projects Site Principals
March 18, 2010	Public Meeting: The Superintendent presented intervention models and SIG grant information to the Parlier Trustees at a Board Study session.	Board members Certificated and classified staff Teachers union representative Parents Community members
April 6, 2010	Public meeting at MES The Superintendent presented intervention models and SIG grant information to the	District administrators Site administrators Board Members Site council members Teachers Union representative Parents Community members
April 8, 2010	Public meeting at PJH The Superintendent presented intervention models and SIG grant information to the	District administrators Site administrators Board Members Site council members Teachers Union representative Parents Community members
April 20, 2010	Public meeting at MES The Superintendent presented intervention models and SIG grant information to the	District administrators Site administrators Board Members Site council members Teachers Union representative Parents

		Community members
April 22, 2010	Public meeting at PJH The Superintendent presented intervention models and SIG grant information to the	District administrators Site administrators Board Members Site council members Teachers Union representative Parents Community members
April 27	Public meeting/Board Meeting	District administrators Site administrators Board Members Site council members Teachers Union representative Parents Community members
April 29, 2010	Interview for PJH principal position	Interview panel
May 26, 2010	DAIT Dinner	District administrators Site administrators Board Members Site council members Teachers Union representative Parents Community members Site content coaches Fresno County staff DAIT Partners
June 1, 2010	Interview MES principal position	Interview panel

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009–10

Name of LEA: Parlier Unified School District	
County/District (CD) Code: 10-62364	
County: Fresno	
LEA Contact: RIck Rodriguez	Telephone Number: 559-646-2731
E-Mail: mrrodriguez@parlier.k12.ca.us	Fax Number: 559-646-0626
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	0	0	0
2000–2999	Classified Personnel Salaries	0	0	0
3000–3999	Employee Benefits	0	0	0
4000–4999	Books and Supplies	0	0	0
5000–5999	Services and Other Operating Expenditures	0	0	0
6000–6999	Capital Outlay	0	0	0
7310 & 7350	Transfers of Indirect Costs	215,000	215,000	215,000
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		215,000	215,000	215,000

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: John C. Martinez	
County/District/School (CDS) Code: 10-62364-6007041	
LEA: Parlier Unified School District	
LEA Contact: Rick Rodriguez	Telephone Number: 559-646-2731
E-Mail: mrrodriguez@parlier.k12.ca.us	Fax Number: 559-646-0626
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	1,028,100	1,449,329	1,449,329
2000–2999	Classified Personnel Salaries	0	0	0
3000–3999	Employee Benefits	167,850	233,824	233,824
4000–4999	Books and Supplies	147,225	16,847	16,847
5000–5999	Services and Other Operating Expenditures	441,825	85,000	85,000
6000–6999	Capital Outlay	0	0	0
7310	Transfers of Indirect Support Costs	215,000	215,000	215,000
Total Amount Budgeted		2,000,000	2,000,000	2,000,000

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Parlier Junior High	
County/District/School (CDS) Code: 10-62364-6115224	
LEA: Parlier Unified School District	
LEA Contact: Rick Rodriguez	Telephone Number: 559-646-2731
E-Mail: mrrodriguez@parlier.k12.ca.us	Fax Number: 559-646-0626
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	822,500	1,365,384	1,365,384
2000–2999	Classified Personnel Salaries	46,750	46,750	46,750
3000–3999	Employee Benefits	142,650	226,880	226,880
4000–4999	Books and Supplies	548,100	60,986	60,986
5000–5999	Services and Other Operating Expenditures	225,000	85,000	85,000
6000–6999	Capital Outlay	0	0	0
7310	Transfers of Indirect Support Costs	215,000	215,000	215,000
Total Amount Budgeted		2,000,000	2,000,000	2,000,000

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Indirect cost rate at 10.75% for:		
Year 1 at MES 10.75% of 2,000,000	215,000	7000
Year 2 at MES 10.75% of 2,000,000	215,000	7000
Year 3 at MES 10.75% of 2,000,000	215,000	7000
Year 1 at PJH 10.75% of 2,000,000	215,000	7000
Year 2 at PJH 10.75% of 2,000,000	215,000	7000
Year 3 at PJH 10.75% of 2,000,000	215,000	7000
Total	1,290,000	

Budget Narrative Martinez Elementary School

Year 1

Provide sufficient line item detail to justify the budget. The budget narrative page(s) must provide all required information even if the items have already been identified in another section. For each activity, list the costs associated and identify the object codes. Include LEA budget items in support of school. Please duplicate this form as needed.

	Activity Description	Subtotal (For each activity)	Object Code
1	The Turnaround Director (TD) directs all planning, development, implementation, assessment, and improvement of instructional programs. The TD is responsible for the development and implementation of district policies and budgets related to instructional and educational services. **Turnaround Director** ½ FTE @ 225 days	59,500	1000
2	Under the direct supervision of the Director of Special Education to perform assessments and IEP planning for pupils, provide diagnosis, remedial instruction, DIS counseling, and consultation services for pupils and parents. **School Psychologist** ½ FTE @ 195 days	34,000	1000
3	To extend instruction and learning for all students including English Learners, Students with Disabilities and struggling students by providing additional time in the master schedule. **1 hour per day per staff member at average daily rate** 180 hours X 35 Staff member X 40.	253,000	1000
4	To provide ongoing Professional Development 120 hours, for all staff in order to enhance the instructional strategies necessary to ensure equitable access to content for all students including English Learners (EL) and Students with Disabilities (SWD). **Effective Instruction for all students including EL and SWD.** 30 FTE (teachers) @ district $30 per hour X 120 hours	108,000	1000
5	To provide assistance, mentoring, and coaching to classroom teachers in order to improve instructional		

	practices. One in ELA and one in Mathematics. **Academic Coach/Teacher on Special Assignment (TOSA)** August 2010 through June 30, 2011	127,500	1000
6	Implement Class Size Reduction in three grades Year 1 of the School Improvement Grant (SIG) program. **3 FTE (teachers) @ 54,117**	162,350	1000
7	To provide all instructional Certificate staff with a 5,000 dollar signing bonus payable in two 2,500 payments in January and July. Staff must complete each semester in order to earn signing bonus. **Signing Bonus: Year 1 only** 25 FTE (teachers) @ $5,000	125,000	1000
8	The Academic Intervention Counselor plans, organizes, and delivers a comprehensive school guidance program by personalizing education and supporting, promoting and enhancing the academic, personal, and social development of all students.	63,750	1000
9	Six teachers will provide intensive tutoring services after school for one hour for 150 of the 180 school days. 6 teachers X 30 x 150 days =	27,000	1000
10	Provide Intensive intervention summer school targeting 180 students who have not scored proficient on the California Standards Test (CST). 12 teachers with 13-15 students for 21 days, 1 administrator, 1 administrative assistant at their daily rate.	68,000	1000
Employee Benefits			
1	Turnaround Director	10,500	3000
2	School Psychologist	6,000	3000
3	Staff salary increase	37,950	3000
4	EL/SWD 120 hour training	16,200	3000
5	Academic Coaches	22,500	3000

6	Three teachers	28,650	3000
7	Signing Bonus	18,750	3000
8	Academic Intervention Counselor	11,250	3000
9	After school teacher hours	4,050	3000
10	Intensive Summer School	12,000	3000
Books and Supplies			
1	Supplemental Core materials and supplies @ 186.00 per student X 500 students.	$93,000	4000
2	Purchase the intervention materials required to in Year 1 to provide the students the necessary materials to accelerate the closing of the achievement gap. 135.56 X 400 students =	54,225	4000
Services and Other Operating Expenditures			
1	Refurbish and update seven classrooms to provide the newly hired teachers with a functional classroom. 7 rooms @ 30,975	216,825	5000
2	Parent Education training	25,000	5000
3	Grant Consultants/Writers/Coaches (Grant Award X 10%)	200,000	5000
Transfers of Indirect Costs			
1.	Grant award $2,000.000 X 10.75%	$215,000	7000

	Academic Coach/Teacher on Special Assignment (TOSA) August 2011 through June 30, 2012		
6	Implement Class Size Reduction in two additional grades Year 2 and 3 of the School Improvement Grant (SIG) program. **5 FTE (teachers) @ 54,117**	270,585	1000
7	To provide all full time certificated staff of Martinez Elementary to a 10,000 performance bonus based on 50 API growth. (33 X 10,000 = 330,000) Also provide all full time classified staff with a 5,000 performance bonus and 2,500 for ½ time staff based on 50 point API growth. (20 x 5,000 = 100,000)	430,000	1000
8	The Academic Intervention Counselor plans, organizes, and delivers a comprehensive school guidance program by personalizing education and supporting, promoting and enhancing the academic, personal, and social development of all students.	63,750	1000
9	Six teachers will provide intensive tutoring services after school for one hour for 150 of the 180 school days. 6 teachers X 30 x 150 days =	27,000	1000
10	Provide Intensive intervention summer school targeting 180 students who have not scored proficient on the California Standards Test (CST). 12 teachers with 13-15 students for 21 days, 1 administrator, 1 administrative assistant at their daily rate.	65,194	1000
Employee Benefits			
1	Turnaround Director	10,500	3000
2	School Psychologist	6,000	3000
3	Staff salary increase	37,950	3000
4	EL/SWD 120 hour training	17,820	3000
5	Academic Coaches	22,500	3000
6	Five teachers	47,750	3000

7	Performance Bonus	64,500	3000
8	Academic Intervention Counselor	11,250	3000
9.	After school teacher hours	4,050	3000
10	Intensive Summer School	11,504	3000
Books and Supplies			
1	Intervention Materials and Supplies	$16,847	4000
Services and Other Operating Expenditures			
1	Fresno County Office of Education Consultants/Coaching	60,000	5000
2	Parent Education training	25,000	5000
Transfers of Indirect Costs			
1.	Grant award $2,000.000 X 10.75%	$215,000	7000

Budget Narrative Martinez Elementary School

Year 3

Provide sufficient line item detail to justify the budget. The budget narrative page(s) must provide all required information even if the items have already been identified in another section. For each activity, list the costs associated and identify the object codes. Include LEA budget items in support of school. Please duplicate this form as needed.

	Activity Description	Subtotal (For each activity)	Object Code
1	The Turnaround Director (TD) directs all planning, development, implementation, assessment, and improvement of instructional programs. The TD is responsible for the development and implementation of district policies and budgets related to instructional and educational services. **Turnaround Director** ½ FTE @ 225 days	59,500	1000
2	Under the direct supervision of the Director of Special Education to perform assessments and IEP planning for pupils, provide diagnosis, remedial instruction, DIS counseling, and consultation services for pupils and parents. **School Psychologist** ½ FTE @ 195 days	34,000	1000
3	To extend instruction and learning for all students including English Learners, Students with Disabilities and struggling students by providing additional time in the master schedule **1 hour per day per staff member at average daily rate** 180 hours X 35 Staff members X 40.	253,000	1000
4	To provide ongoing Professional Development for all staff in order to enhance the instructional strategies necessary to ensure equitable access to content for English Learners and Students with disabilities. **Effective Instruction for EL and SWD course.** 33 FTE (teachers) @ district $30 per hour X 120 hours	118,800	1000
5	To provide assistance, mentoring, and coaching to classroom teachers in order to improve instructional practices. One in ELA and one in Mathematics.	127,500	1000

	Academic Coach/Teacher on Special Assignment (TOSA) August 2012 through June 30, 2013		
6	Implement Class Size Reduction in two additional grades Year 2 and 3 of the School Improvement Grant (SIG) program. **5 FTE (teachers) @ 54,117**	270,585	1000
7	To provide all full time certificated staff of Martinez Elementary to a 10,000 performance bonus based on 50 API growth. (33 X 10,000 = 330,000) Also provide all full time classified staff with a 5,000 performance bonus and 2,500 for ½ time staff based on 50 point API growth. (20 x 5,000 = 100,000)	430,000	1000
8	The Academic Intervention Counselor plans, organizes, and delivers a comprehensive school guidance program by personalizing education and supporting, promoting and enhancing the academic, personal, and social development of all students.	63,750	1000
9	Six teachers will provide intensive tutoring services after school for one hour for 150 of the 180 school days. 6 teachers X 30 x 150 days =	27,000	1000
10	Provide Intensive intervention summer school targeting 180 students who have not scored proficient on the California Standards Test (CST). 12 teachers with 13-15 students for 21 days, 1 administrator, 1 administrative assistant at their daily rate.	65,194	1000
Employee Benefits			
1	Turnaround Director	10,500	3000
2	School Psychologist	6,000	3000
3	Staff salary increase	37,950	3000
4	EL/SWD 120 hour training	17,820	3000
5	Academic Coaches	22,500	3000
6	Five teachers	47,750	3000

7	Performance Bonus	64,500	3000
8	Academic Intervention Counselor	11,250	3000
9	After school teacher hours	4,050	3000
10	Intensive Summer School	11,504	3000
Books and Supplies			
1	Intervention Materials and Supplies	$16,847	4000
Services and Other Operating Expenditures			
1	Fresno County Office of Education Consultants/Coaching	60,000	5000
2	Parent Education training	25,000	5000
Transfers of Indirect Costs			
1.	Grant award $2,000.000 X 10.75%	$215,000	7000

Parlier Junior High School

Year 1

Provide sufficient line item detail to justify the budget. The budget narrative page(s) must provide all required information even if the items have already been identified in another section. For each activity, list the costs associated and identify the object codes. Include LEA budget items in support of school. Please duplicate this form as needed.

	Activity Description	Subtotal (For each activity)	Object Code
1	The Turnaround Director (TD) directs all planning, development, implementation, assessment, and improvement of instructional programs. The TD is responsible for the development and implementation of district policies and budgets related to instructional and educational services. **Turnaround Director** ½ FTE @ 225 days	59,500	1000
2	Under the direct supervision of the Director of Special Education to perform assessments and IEP planning for pupils, provide diagnosis, remedial instruction, DIS counseling, and consultation services for pupils and parents. **School Psychologist** ½ FTE @ 195 days	34,000	1000
4	To provide ongoing Professional Development for all staff in order to enhance the instructional strategies necessary to ensure equitable access to content for English Learners and Students with disabilities. **Effective Instruction for EL and SWD course.** 35 FTE (teachers) @ district $30 per hour X 120 hours	126,000	1000
5	To provide assistance, mentoring, and coaching to classroom teachers in order to improve instructional practices. One in ELA and one in Mathematics. **Academic Coach/Teacher on Special Assignment (TOSA)** August 2010 through June 30, 2011	127,500	1000
6	To provide a School Academic Home Liaison. Under the supervision of the principal the Liaison will work to increase and improve the parent/family and community involvement in Parlier Junior High. The liaison will train parents and provide information to encourage two-way communication with parents/families and the community.	46,750	2000

7	Six teachers will provide intensive tutoring services after school for one hour for 150 of the 180 school days. 6 teachers X 30 x 150 days =	27,000	1000
8	Two Academic Intervention Counselors plan, organize, and deliver a comprehensive school guidance program and counseling program by personalizing education and supporting, promoting and enhancing the academic, personal, social, and career development of all students. One per grade level.	127,500	1000
9	Provide Intensive intervention summer school targeting 180 students who have not scored proficient on the California Standards Test (CST). 12 teachers with 13-15 students for 21 days, 1 administrator, 1 administrative assistant at their daily rate.	68,000	1000
Employee Benefits			
1	Turnaround Director	10,500	3000
2	School Psychologist	6,000	3000
3	1 hour extended day	37,950	3000
4	EL/SWD 120 hour training	18,900	3000
5	Academic Coaches	22,500	3000
6	Academic School to home liaison	8,250	3000
7	After School Tutoring	4,050	3000
8	Academic Intervention Counselors	22,500	3000
9	Intensive Summer School	12,000	3000
Books and Supplies			
1	Supplemental core materials and supplies @ 186.00 per student X 500 students.	$93,000	4000
2	Purchase the intervention materials required to in Year 1 to provide the students the necessary materials to accelerate the closing of the achievement gap.	125,100	4000

3	Provide Literacy Lab with 40 computers and all necessary wiring and furniture	60,000	4000
4	To improve instruction and learning for English Learners and struggling students by providing visuals, realia, and audio enhancement through the use of multimedia. 300 Notebook Computers @ 750. $225,000 20 Wireless Access points X 250. $5,000 400 8GB flash drives X 25. $10,000 15 Secure computer carts X 2,000. $30,000	270,000	4000
Services and Other Operating Expenditures			
1	Parent Education Training	25,000	5000
2	FCOE 10% Grant writing fee	200,000	5000
Transfers of Indirect Costs			
1	Grant award $2,000.000 X 10.75%	$215,000	7000

Parlier Junior High School

Year 2

Provide sufficient line item detail to justify the budget. The budget narrative page(s) must provide all required information even if the items have already been identified in another section. For each activity, list the costs associated and identify the object codes. Include LEA budget items in support of school. Please duplicate this form as needed.

	Activity Description	Subtotal (For each activity)	Object Code
1	The Turnaround Director (TD) directs all planning, development, implementation, assessment, and improvement of instructional programs. The TD is responsible for the development and implementation of district policies and budgets related to instructional and educational services. **Turnaround Director** ½ FTE @ 225 days	59,500	1000
2	Under the direct supervision of the Director of Special Education to perform assessments and IEP planning for pupils, provide diagnosis, remedial instruction, DIS counseling, and consultation services for pupils and parents. **School Psychologist** ½ FTE @ 195 days	34,000	1000
3	To extend instruction and learning for all students including English Learners, Students with Disabilities and struggling students by providing additional time in the master schedule. **1 hour per day per staff member at average daily rate** 180 hours X 35 Staff member X 40.	253,000	1000
4	To provide ongoing Professional Development for all staff in order to enhance the instructional strategies necessary to ensure equitable access to content for English Learners and Students with disabilities. **Effective Instruction for EL and SWD course.** 35 FTE (teachers) @ district $30 per hour X 120 hours	133,200	1000
5	To provide assistance, mentoring, and coaching to classroom teachers in order to improve instructional practices. One in ELA and one in Mathematics.	127,500	1000

	Academic Coach/Teacher on Special Assignment (TOSA) August 2011 through June 30, 2012		
6	To provide a School Academic Home Liaison. Under the supervision of the principal the Liaison will work to increase and improve the parent/family and community involvement in Parlier Junior High. The liaison will train parents and provide information to encourage two-way communication with parents/families and the community.	46,750	2000
7	Six teachers will provide intensive tutoring services after school for one hour for 150 of the 180 school days. 6 teachers X 30 x 150 days =	27,000	1000
8	The Academic Intervention Counselors plan, organize, and deliver a comprehensive school guidance program and counseling program by personalizing education and supporting, promoting and enhancing the academic, personal, social, and career development of all students. One per grade level.	127,500	1000
9	Provide Intensive intervention summer school targeting 180 students who have not scored proficient on the California Standards Test (CST). 12 teachers with 13-15 students for 21 days, 1 administrator, 1 administrative assistant at their daily rate.	65,450	1000
10	2 teachers to focus on the Academic needs in ELA and Math for those students who continue to score Far Below Basic, Below Basic, and Basic. One teacher in ELA and one in Mathematics to reduce the class size average. 2 X 54,117 = 108,234	108,234	1000
11	To provide all full time certificated staff of Parlier Junior High to a 10,000 performance bonus based on 50 API growth. (33 X 10,000 = 330,000) Also provide all full time classified staff with a 5,000 performance bonus and 2,500 for ½ time staff based on 50 point API growth. (20 x 5,000 = 100,000)	430,000	1000
Employee Benefits			
1	Turnaround Director	10,500	3000
2	School Psychologist	6,000	3000
3	1 hour extended day	37,950	3000
4	EL/SWD 120 hour training	19,980	3000

5	Academic Coaches	22,500	3000
6	Academic School to home liaison	8,250	3000
7	After School Tutoring	4,050	3000
8	Academic Intervention Counselors	22,500	3000
9	Intensive Summer School	11,550	3000
10	Two teachers	19,100	3000
11	Performance Bonus	64,500	3000
Books and Supplies			
1	Purchase the intervention materials and supplies for regular day, after school, and summer school program.	60,986	4000
Services and Other Operating Expenditures			
1	Parent Education Training	25,000	5000
2	FCOE Consultants/Coaching	60,000	5000
Transfers of Indirect Costs			
1	Grant award $2,000,000 X 10.75%	$215,000	7000

Parlier Junior High School

Year 3

Provide sufficient line item detail to justify the budget. The budget narrative page(s) must provide all required information even if the items have already been identified in another section. For each activity, list the costs associated and identify the object codes. Include LEA budget items in support of school. Please duplicate this form as needed.

	Activity Description	Subtotal (For each activity)	Object Code
1	The Turnaround Director (TD) directs all planning, development, implementation, assessment, and improvement of instructional programs. The TD is responsible for the development and implementation of district policies and budgets related to instructional and educational services. **Turnaround Director** ½ FTE @ 225 days	59,500	1000
2	Under the direct supervision of the Director of Special Education to perform assessments and IEP planning for pupils, provide diagnosis, remedial instruction, DIS counseling, and consultation services for pupils and parents. **School Psychologist** ½ FTE @ 195 days	34,000	1000
3	To extend instruction and learning for all students including English Learners, Students with Disabilities and struggling students by providing additional time in the master schedule. **1 hour per day per staff member at average daily rate** 180 hours X 35 Staff member X 40.	253,000	1000
4	To provide ongoing Professional Development for all staff in order to enhance the instructional strategies necessary to ensure equitable access to content for English Learners and Students with disabilities. **Effective Instruction for EL and SWD course.** 35 FTE (teachers) @ district $30 per hour X 120 hours	133,200	1000
5	To provide assistance, mentoring, and coaching to classroom teachers in order to improve instructional practices. One in ELA and one in Mathematics.	127,500	1000

	Academic Coach/Teacher on Special Assignment (TOSA) August 2012 through June 30, 2013		
6	To provide a School Academic Home Liaison. Under the supervision of the principal the Liaison will work to increase and improve the parent/family and community involvement in Parlier Junior High. The liaison will train parents and provide information to encourage two-way communication with parents/families and the community.	46,750	2000
7	Six teachers will provide intensive tutoring services after school for one hour for 150 of the 180 school days. 6 teachers X 30 x 150 days =	27,000	1000
8	The Academic Intervention Counselors plan, organize, and deliver a comprehensive school guidance program and counseling program by personalizing education and supporting, promoting and enhancing the academic, personal, social, and career development of all students. One per grade level.	127,500	1000
9	Provide Intensive intervention summer school targeting 180 students who have not scored proficient on the California Standards Test (CST). 12 teachers with 13-15 students for 21 days, 1 administrator, 1 administrative assistant at their daily rate.	65,450	1000
10	2 teachers to focus on the Academic needs in ELA and Math for those students who continue to score Far Below Basic, Below Basic, and Basic. One teacher in ELA and one in Mathematics to reduce the class size average. 2 X 54,117 = 108,234	108,234	1000
11	To provide all full time certificated staff of Parlier Junior High to a 10,000 performance bonus based on 50 API growth. (33 X 10,000 = 330,000) Also provide all full time classified staff with a 5,000 performance bonus and 2,500 for ½ time staff based on 50 point API growth. (20 x 5,000 = 100,000)	430,000	1000
Employee Benefits			
1	Turnaround Director	10,500	3000
2	School Psychologist	6,000	3000
3	1 hour extended day	37,950	3000
4	EL/SWD 120 hour training	19,980	3000

5	Academic Coaches	22,500	3000
6	Academic School to home liaison	8,250	3000
7	After School Tutoring	4,050	3000
8	Academic Intervention Counselors	22,500	3000
9	Intensive Summer School	11,550	3000
10	Two teachers	19,100	3000
11	Performance Bonus	64,500	3000
Books and Supplies			
1	Purchase the intervention materials and supplies for regular day, after school, and summer school program.	60,986	4000
Services and Other Operating Expenditures			
1	Parent Education Training	25,000	5000
2	FCOE Consultants/Coaching	60,000	5000
Transfers of Indirect Costs			
1	Grant award $2,000.000 X 10.75%	$215,000	7000

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

As required by Section 8355 of the *California Govemment Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Parlier Unified School District
900 Newmark
Parlier, CA 93648
Fresno County

Signature: _____ June 29, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34*Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **Parlier Unified School District**

Name of Program: **School Improvement Grant**

Printed Name and Title of Authorized Representative: **Rick Rodriguez, Superintendent**

Signature: Rick Rodriguez Date: June 29, 2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: **Parlier Unified School District**

Name of Program: **School Improvement Grant**

Printed Name and Title of Authorized Representative: **Rick Rodriguez, Superintendent**

Signature: _____ Date: June 29, 2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Parlier Unified School District
Authorized Executive:	Rick Rodriguez
Signature of Authorized Executive	Rick Rodriguez June 29, 2010

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☒ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b) (12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
John C. Martinez	6007041	0629910	X			X				X		6,000,000
Parlier Junior High	6115224	0629910	X						X			6,000,000
		74										

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: **JOHN C. MARTINEZ ELEMENTARY** Tier (I) or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: 0 LEA 7 School 0 Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight
RP	Replace the Principal (requirement a)	6/2010-5/2013	0	285,000	General Fund	Superintendent
SS	Hire no more than 50% of school staff. The district will continue to negotiate with the Parlier Faculty Association to adopt competencies to measure the effectiveness of staff. (requirement b)	5/2010-8/2013	0	0	General Fund	Superintendent
GS	Hire Turnaround Director (TD) (requirement e)	6/2010-8/2013	225,000	0	SIG	Superintendent
SCO	Hire School Psychologist (requirement i)	6/2010-8/2013	120,000	0	SIG	Superintendent
RPR, IP PD	Hire Academic Coaches (requirement d,g)	6/2010-8/2013	450,000	0	SIG	TD and Principal
RPR, IP PD, SCO	Hire Academic Intervention Counselor (requirement d)	6/2010-8/2013	225,000	0	SIG	TD and Principal
RPR, ILT, IP	Hire Additional teachers (requirement c)	6/2010-8/2013	827,670	0	SIG	TD and Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
SS, RPR	Signing Bonus. All staff must participate in the screening process. (requirement c)	8/2010-1st year only	143,750	0	SIG	TD and Principal
SS, RPR	Performance Bonus based on 50 API annual growth. (requirement c)	9/2011 and 9/2012	989,000	0	SIG	TD and Principal
IP, ILT, RPR	Refurbish and update seven classrooms to implement CSR and Turnaround office. (requirement c)	8/2010-1st year only	216,825	0	SIG	Superintendent
IP, ILT,M PD,	Extend instructional day by one hour for all students to increase learning time. (requirement h)	8/2010-6/2013	872,850	0	SIG	TD and Principal
RP, RPR, SD, ILT	Six teachers provide intensive intervention after school for one hour 150/180 days. (requirement c)	9/2010-5/2013	93,150	0	SIG	TD and Principal
ILT, SD, RPR, IP	Twelve teachers provide intensive intervention for twenty full days to 180 non-proficient students during the summer. (requirement h)	6/2011-6/2013	233,396	0	SIG	TD and Principal
PD, RPR, IP, SD	Provide staff ongoing, high quality, job embedded Professional Development for 120 hours. (requirement d,g)	8/2010-6/2013	397,440	0	SIG	TD and Principal
RPR, IP, SCO	Parent Education Training (requirement i)	8/2010-1/2013	75,000	0	SIG	TD and Principal
IP, SD, ILT	Purchase California adopted academic supplemental core and intervention materials. (requirement f)	8/2010-8/2011	180,919	0	SIG	TD and Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: **PARLIER JUNIOR HIGH SCHOOL** Tier (I) or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☒ Transformation

Total FTE required: 0 LEA 8 School 0 Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight
RP	Replace the Principal (requirement a1)	6/2010-5/2013	0	285,000	General Fund	Superintendent
ES	Use rigorous, transparent, and equitable systems of evaluation (requirement a2)	5/2010-8/2013	0	0	General Fund	Superintendent
TA	Hire Turnaround Director (TD) (requirement d2)	6/2010-8/2013	225,000	0	SIG	Superintendent
TA, FCE, RPR	Hire School Psychologist (requirement c2)	6/2010-8/2013	120,000	0	SIG	Superintendent
PD, RPR, IP,SD,TA	Hire Academic Coaches (requirements b2, a4)	6/2010-8/2013	450,000	0	SIG	TD and Principal
PD, RPR, IP,SD,TA, FCE	Hire Academic Intervention Counselors (requirement b1)	6/2010-8/2013	450,000	0	SIG	TD and Principal
RPR, IP, SD, ILT	Hire Additional teachers (requirement a5)	6/2010-8/2013	254,668	0	SIG	TD and Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
FCE, OF	Hire Academic School to Home Liaison (requirements c2, d1)	6/2010-8/2013	165,000	0	SIG	TD and Principal
IRR	Performance Bonus based on 50 API annual growth. (requirements a3,a5)	9/2011 and 9/2012	989,000	0	SIG	TD and Principal
RPR, IP, SD, ILT, FCE	Provide Literacy lab to integrate technology based intervention support. (requirement b1,b2)	8/2010-1st year only	60,000	0	SIG	Superintendent
IRR, PD, RPR, ILT, FCE,TA	Purchase student notebooks with security carts to improve instruction and learning for English Learners and struggling students by providing visuals, realia, and audio enhancement through the use of multimedia. (requirement b1,b2)	8/2010-1st year only	270,000	0	SIG	Superintendent
ILT,IP, SD, RPR	Extend instructional day by one hour for all students to increase learning time. (requirement a4, c1)	8/2010-6/2013	872,850	0	SIG	TD and Principal
ILT,IP, SD, RPR	Six teachers provide intensive intervention after school for one hour 150/180 days. (requirement c1)	9/2010-5/2013	93,150	0	SIG	TD and Principal
ILT,IP, SD, RPR	Twelve teachers provide intensive intervention for twenty full days to 180 non-proficient students during the summer/intersession. (requirement c1)	6/2011-6/2013	234,000	0	SIG	TD and Principal
PD, RPR, TA	Provide staff ongoing, high quality, job embedded Professional Development for 120 hours. (requirement a4)	8/2010-6/2013	451,260	0	SIG	TD and Principal

FCE, RPR	Parent Education Training (requirement c2)	8/2010-1/2013	75,000	0	SIG	TD and Principal
IP, PD	Purchase California adopted academic supplemental core and intervention materials. (requirement b1)	8/2010-8/2011	340,072	0	SIG	TD and Principal

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Appendix A
Parlier Unified School District
DAIT Recommendations

DAIT Standard	RECOMMENDATION
Governance PRIORITY	1. The district's governance team and administration will annually review polices regarding vision, mission, and values, to ensure that priorities are focused on the achievement and needs of all students, especially ELs and other special needs students. 2. The district will facilitate an annual review of policies regarding Human Resources, Fiscal, Curriculum and Instruction, and Data Systems. 3. The district will hold teachers, site administrators, and district personnel accountable for student achievement through the development of a district assessment data results review process. 4. The district will develop and communicate systematically and clearly with all stakeholders, especially site administrators, teachers, students, and parents, about measureable student achievement goals, academic expectations, and accountability requirements for all groups and subgroups on an ongoing basis. 5. The district will develop a calendar of presentations that share instructional data and student progress to all stakeholders through a variety of venues. 6. The district will include on the Board Meeting Agenda a section for reporting student achievement data, attendance, behavior, and other data and updates on the school improvement process. 7. The district will implement a process for the building of professional learning communities at all levels, district, school, teacher, grade level, department, etc.
Alignment of Curriculum PRIORITY	1. The district will develop a plan to fully implement at all sites the nine Essential Program Components as outlined in the Academic Program Survey. a. Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials b. Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses) c. School Administrator Training Program- Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional

PRIORITY	materials d. Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472) Professional Development Program on SBE-adopted instructional materials e. Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction) f. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches) g. Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal h. Lesson and course pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (9-12) i. Fiscal support 2. (Prior to the implementation of a Dual Immersion Program) the district will develop a research based, fully articulated plan that is detailed in the Master Plan for English Learners and includes: -Dual Immersion program components including student identification and placement -Teacher qualifications, responsibilities, and expectations -Expectations for instruction -Student achievement goals -Assessment targets for all student groups -Monitoring academic progress in relation to other school sites as evidenced by multiple assessment data (CST, STS, CELDT, benchmarks, and curriculum imbedded assessments) 3. The district will interpret and utilize data to inform classroom instruction as per EPC 5. *Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)* 4. The district will develop a district wide, tiered intervention as outlined in EPC 1 & 2. *1. Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials* *2. Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses)* 5. The district will develop and implement a district wide English Language Development program using SBE adopted ELD materials and appropriate instruction time as per the Reading/Language Arts adoption cycle. 6. For 2009-2010 the district will implement a district wide English Language Development Program using SBE adopted Houghton Mifflin imbedded ELD materials at the elementary level (K-6) 7. The district will ensure the full implementation of the most recent math adoption and intervention, to include Professional Development training for all teachers of Mathematics by Fall 2009. EPC 1 *Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through*

	twelve) English/reading/language arts and mathematics instructional materials, including intervention materials
PRIORITY	8. The district staff will develop and implement a complete plan for the Reading/Language Arts adoption to have all materials in classrooms, and all teachers trained by fall of 2010. EPC 1 *Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials.* 9. The district administration will hold site administrators responsible for daily classroom observations, observation logs, reflective questioning/feedback with teachers, and reports to the district Cabinet to improve both the quality and consistency of classroom instruction. 10. The district will implement site level academic coaching to provide support for teaching content and assist with the implementation, monitoring, fidelity, and follow through on instructional programs. EPC 6 *Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches)* 11. The district will communicate and publish to all stakeholders assessment data through Principals' Summits, Data walls, Board presentations, site presentations, parent presentations, etc. on an ongoing basis.
Fiscal Operations	1. The district will develop a timeline of activities for implementation of recommendations. 2. The district will develop a fiscal resource allocation plan by site that reflects student academic needs as approved by School Site Councils. EPC 9 *Fiscal support* 3. The district will develop a budget and allocation plan for all fund sources (general and categorical) by June 1 for Board approval. 4. Parlier Junior High and Parlier High School will include a projected seven year QEIA budget of allocation and expenditures in their School Plan for Student Achievement. 5. The district will align the LEAP, all Single Plan Student Achievement, Title III Year IV Plan, Consolidated Application and other district and categorical expenditures with achievement and instructional goals. 6. The LEA Plan will detail fiscal plans and expenditures as tied to achievement goals and priorities. EPC 9 *Fiscal support* 7. The district will take advantage of all fiscal recovery opportunities including follow through on SB472 Professional Development reimbursements. 8. District program and fiscal administrators will team to provide training and support to site administrators in

	making efficient and effective budget allocations and adjustments that promote student achievement.
Parent and Community Involvement	1. The district will implement family and parent involvement policies and programs at all schools in order to provide multiple opportunities for parents and family members to access school programs. 2. The district will provide clear, timely, and two-way communications with parents, families, and community members about student achievement, academic and other expectations, accountability requirements, and support for their student's academic success. 3. The district will develop and distribute a parent/community survey to gather input and determine need.
Human Resources **PRIORITY**	1. The district will work with the local bargaining unit to recruit highly qualified teachers and link evaluations to student success and to effective delivery of curriculum, instruction, and assessment. EPC 4 *Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472) Professional Development Program on SBE-adopted instructional materials* 2. The district will ensure equitable distribution of highly qualified, experienced teachers and the district's CMIS plan. 3. The district will recruit principals with strong leadership skills, with a priority on placement of strong leaders at underperforming schools as well as select, train, monitor and support site leaders in order to ensure strong leadership. 4. The district will restructure existing resource teacher position and responsibilities to develop site content specialist positions (academic coach) to best provide flexibility, classroom coaching and modeling, and intervention opportunities. EPC 6 *Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches*
Data	1. The district technology department personnel will develop a calendar to ensure accurate and timely

Appendix A
Parlier Unified School District
DAIT Recommendations

Systems and Achievement Monitoring	collection of data, update of information, maintenance of the data system, and rostering of student information. 2. The district technology and curriculum department personnel will provide professional development to site staff on the effective use of the data system. 3. The district technology department personnel will provide school-level support for use of the data system, as needed by teachers and administrators. 4. The district will provide professional development on how to analyze and apply data to improve student learning and achievement. 5. The district and site staff will analyze data from multiple sources (CSTs, CELDT scores, benchmarks assessments, curriculum imbedded assessments) and develop action plans to improve instructional practices. EPC 5. *Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction.*
Professional Development	1. The district will calendar and provide professional development activities that reflect research-based strategies for improved student achievement with a focus on standards-based content knowledge and English Language Development. EPC 4 *Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472) Professional Development Program on SBE-adopted instructional materials* SB472 Core Math — SB472 Intervention Math SB472 Reading/Language Arts — SB472 Intervention Reading/Language Arts SB472 ELPD 2. The district will provide professional development training for content specialists (academic coaches) in the core curriculum and teacher coaching. 3. The district will develop a plan to ensure that the monitoring and effective implementation of instructional programs, materials, and research based instructional strategies is in place at all sites. 4. The district will structure and monitor the 80 hour follow-up activities to complete all reimbursable professional trainings. 5. The district will develop a calendar of district wide opportunities for teachers to collaborate on the analysis of assessment data in order to improving curriculum, instruction, and student achievement at the district, site, department, and grade levels. EPC 7 *Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal*

Appendix A
Parlier Unified School District
DAIT Recommendations

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
1. Governance	1.1 The district leadership has articulated a clear vision, mission, and policy priorities that include high expectations for student achievement for all students, including students with disabilities. 1.2 The district fosters a culture of collaboration at the district and school level between special and general education.	Full implementation means that the district has: • A shared vision for students with disabilities that includes high expectations for student achievement. • Policies and procedures that ensure that students with disabilities have opportunities to participate in a range of educational settings. • An annual review of achievement data for students with disabilities by the governing board. Full implementation means that the district has: • A focus on student learning, collaborative practices, and results for students with disabilities. • Structures that ensure the collaborative and systemic monitoring of academic, instructional, and behavioral practices that positively affect increased achievement for students with disabilities. • Procedures for students with disabilities that are well articulated for the successful matriculation from pre-K to K, elementary to middle, middle to high, and high to adult.	**Please check evidence reviewed:** x Board policies x LEA plan x Annual board assessment report x Board policies x District professional development plan x District organizational chart x LEA plan x Procedures for matriculating students **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions:

The district policies and procedures include high academic expectations for all students. Benchmark results and district level presentations include the review of data of students with special needs. The district through the DAIT process has focused on improving the systemic issues that impact academic, instruction, and behavioral issues. The recent performance indicators demonstrate transition meeting are held in a timely manner.

Appendix B
Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
2. Alignment of curriculum, instruction and assessment	2.1 The LEA ensures that students with disabilities have access to grade level core instruction in English language arts (ELA) and mathematics within the general education setting with appropriate supports and accommodations, based on assessed need.	Full implementation means that in the district: • Special education administrators work collaboratively to make decisions with the general education administrators to ensure that students with disabilities receive grade level standards-based instruction within the grade level SBE-adopted (K-8) and standards-aligned (9-12) core curriculum in the general education classroom setting to the maximum extent appropriate. • Assignment of students with an IEP to an RtI tiered service delivery (intensive and strategic intervention) is included in each student's IEP. • General and special education administrators support site principals to ensure that students with moderate and significant disabilities are provided core curriculum materials, research/evidence-based instructional strategies and assessment practices that are aligned to the SBE-adopted California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) blueprints. • Site principals provide access for all students and are supported by the district in implementing: o Standards-based curriculum o Research-based instructional strategies o District assessments	**Please check evidence reviewed:** x Appropriate instructional program materials (see APS data source 1.1) x LEA Special Education Annual Performance Report Measures: (see Indicator 5 LRE 6-22 years) x Sample IEP for % of time in general education x Teacher interviews x Classroom observations ❑ Student shadowing **Other evidence reviewed:**

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions:
The district has spent a considerable amount of funds on staff development for all district personnel in ELPD, Math, RTI, and researched based reading strategies. The district utilized the Special Education Teacher Professional Development grant to improve collaboration between special education and general education at the elementary level. All elementary teachers received training in the district's core adopted ELA program. All students with disabilities are placed in the least restrictive environment to ensure students have access to the core curriculum.

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
2. Alignment of curriculum, instruction and assessment	2.2 The district ensures that IEP goals and objectives are designed so that all students with disabilities can progress towards grade level standards.	Full implementation means that the district: • Ensures that IEP goals and objectives are measurable and standards-aligned in the corresponding core subject grade level areas based on assessed student need. • Provides substantial professional development to ensure school site staff know how to develop goals and objectives that are standards aligned and a reasonably calculated to close the achievement gap.	**Please check evidence reviewed:** x IEP sampling x Education Benefit Review [see results of Special Education Self Review (SESR)] and/or results of [see CDE Verification Review (VR)] x District professional development plan **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions:

Special education teachers have received training on educational benefit to ensure students IEP goals are aligned to the standards.

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
2. Alignment of curriculum, instruction and assessment	2.3 The district ensures that students with disabilities are succeeding in the grade level ELA and Math core.	Full implementation means the district: • Monitors that benchmarks assessments include students with disabilities. The results of these benchmark assessment inform participation in and exit from appropriate interventions. • Monitors the use of identified accommodations, modifications, and assistive technology (AT) within the core curriculum, interventions, and during assessments. • Proactively works with schools to promote positive behavioral/social approaches that enhance student learning.	**Please check evidence reviewed:** ☐ Student shadowing x IEP sampling (evidence of accommodations/ modifications) x **Education Benefit Review** See results of Special Education Self Review (SESR)] and/or results of [see CDE Verification Review (VR)] x District benchmark assessment x STAR assessment results x District assessment plan x District policies and procedures – inclusion of students with disabilities in assessments x California School Climate Survey (special education module) x Suspension/expulsion reports **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: The district utilized quarterly benchmarks based on state standards to monitor all students' progress. DIBELS training has been provided to all K-8 teachers to monitor students' progress receiving Tier II interventions.

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
2. Alignment of curriculum, instruction and assessment	2.4 The district provides appropriate services for students with disabilities who are also English learners (EL).	Full implementation means that the district: • Monitors that identified EL students with disabilities receive English language development (ELD) instruction in the most appropriate setting for the required number of minutes each day. • Implements, monitors and supports research-based instructional strategies which are culturally and linguistically appropriate for EL students with disabilities in ELA and math. • Monitors and ensures that students with disabilities who are EL have linguistically appropriate goals and objectives in their IEP as determined by the IEP team.	**Please check evidence reviewed:** x APS 2.3 data source x Master schedule x Sampling of IEPs x School site class list – clustering of students x Class observations ☐ Student shadowing x District policies and procedures x Review CELDT data for students with disabilities **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: ELPD training has been provided to all teachers in the district including special education teachers. IEP goals are developed to meet the needs of EL students.

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
3. Fiscal Operations	3.1 The district has targeted fiscal resources to address the needs of students with disabilities.	Full implementation means that the district: • Identifies needs of students with disabilities, and those needs are identified in the LEA plan. • Monitors that the Single Plan for Student Achievement (SPSA) has targeted fiscal resources for students with disabilities who are struggling in the core or intervention.	**Please check evidence reviewed:** x LEA plan x Single Plan for Student x Achievement (SPSA) x District and school site budgets **Other evidence reviewed:** LRE Self-Assessment
Synthesis statement			
Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: The district allocates fiscal resources to meet the needs of students with disabilities as identified in the LEA plan and Single Plan.			

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
4. Parent & Community Involvement	4.1 Parents and families of students with disabilities are afforded the same opportunities as all parents to provide and receive information regarding general and special education services.	Full implementation means that the district: • Informs parents and families of students with disabilities of multi-tiered instruction and intervention including academic and social/behavioral supports and provides opportunities for parents to provide information about their child's educational needs. • Encourages participation of parents of students with disabilities in all parent involvement opportunities i.e., English Language Advisory Committee (ELAC), School Site Council, PTA. • Involves parents of students with disabilities in all facets of the IEP process.	**Please check evidence reviewed:** X Sample parent materials and information x Procedures for recruitment and selection of parents for committees x Communication from district to the schools regarding their expectation of parent involvement **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: District level policies and mission statement promotes parent involvement at the district and site level. Parents are invited to participate in district via letters sent home, phone calls, newspaper, and newsletters. The established special education referral process requires that a multi-tiered approach be considered as part of the diagnosis of learning disabilities.

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
5. Human Resources	5.1 The district has highly qualified special education teachers and para-educators. 5.2 The district has assigned special education teachers to their appropriate credentialed area.	Full implementation means that: • 100% of the district's special education teachers and para-educators meet the highly qualified requirements of NCLB. Full implementation means that the district: • Ensures that students with disabilities are taught by subject matter competent, highly qualified teachers. • Monitors special education teacher assignments. • Has a recruitment and retention plan for highly qualified special education teachers.	**Please check evidence reviewed:** X California Basic Educational Data Systems/ Professional Assignment Information Form (CBEDS/PAIF) X Title II plan x Master schedule **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: The district meets NCLB requirements in the hiring of special education teachers and paraprofessionals. The district actively recruits highly qualified teacher through the teacher recruitment fairs sponsored by the local universities.

Appendix B
Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
6. Data Systems & Achievement Monitoring	6.1 The district uses data to determine the academic and behavioral needs of students with disabilities. 6.2 The district has a data system to monitor the academic and behavioral progress of students with disabilities. 6.3 The district has a process that provides collaboration between general and special education staff around the academic achievement of all students at each grade level. 6.4 The district has a process to collect data regarding behavior that affects student learning (i.e., suspensions including in-house suspensions, expulsions, and discipline referrals).	Full implementation means that the district: • Provides disaggregated data from multiple data sources at the district, school and classroom level that will allow staff to develop and implement plans that address the academic and behavioral needs of students with disabilities. Full implementation means that the district: • Has a process to collect and input data into a system that will allow the data to be utilized for instructional decision-making regarding students with disabilities. Full implementation means that the district: • Has a process whereby special and general education teachers are actively engaged in the collaboration process for the following: o Development of common assessments o Review of the results of the assessments o Instructional planning discussions based on assessment results Full implementation means that the district: • Has a process for collecting behavioral data • Provides support and guidance to assist schools in actively using the data to inform instructional practices and behavioral support.	**Please check evidence reviewed:** X STAR data (including the CST, CMA, and CAPA) X Benchmark assessment results for students with disabilities x Reports (including data for students with disabilities) generated by the district's data system x Grade/department level common assessments x Collaborative planning meeting schedule x Master schedule x Suspension/expulsion data x Attendance data x Dropout rates x Graduation rates LEA Special Education Annual Performance Report measures: (see Indicator 1-Graduation and Indicator 2-Dropout) **Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: The district utilizes Data Director to disaggregate data at the district, site, and classroom level. This information is reviewed and discussed at the quarterly teacher chats that include data on students with disabilities. Behavioral data is reported onto ARIES and the SEIS software to monitor suspensions and suspensions. Furthermore, the district has commenced PBIS training for all school sites that includes the utilization of SWIS data reporting to monitor discipline referrals electronically.

Appendix B
Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
7. Professional Development	7.1 The district provides professional development for district, school site leaders, coaches, teachers, and para-educators to support students with disabilities.	Full implementation means that the district: • Provides a comprehensive professional development plan to meet the needs of general and special education staff to ensure students with disabilities: o Receive high quality instruction in the core curriculum in the appropriate setting (i.e., differentiated instructional strategies and positive behavior support) • Provides content training in core academic areas for teachers of students with disabilities. • Implements research-based instructional strategies in all educational settings.	**Please check evidence reviewed:** X District professional development plan x District LEA plan x Single Plan for Student Achievement (SPSA) at various school sites x District coaching plan **Other evidence reviewed:** LRE Self-Assessment
	7.2 The district provides professional development to district, school site leaders, coaches, and teachers in how to support students with disabilities within the district and school site assessment continuum.	Full implementation means that the district: • Provides professional development to special education staff on the creation and use of assessment results from curriculum based assessments. • Provides professional development to all school staff about the continuum of assessment.	
	7.3 The district provides professional development for district, school site leaders, coaches, teachers, and para-educators in how to support and integrate students with disabilities within a tiered system of academic and behavioral interventions.	Full implementation means that the district: • Provides professional development for general and special education staff to understand and use assessment results to determine the need of students with disabilities for placement in tiered interventions. • Provides professional development for general and special educations staff on implementation of intervention programs (strategic and intensive).	

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: Through the DAIT process and SETPD the district has provided staff development in the following areas: ELPD, Math, Houghton Mifflin, progress monitoring, data director, PBIS, Research based reading strategies, Reading Mastery, RESULTS, RTI, and DIBELS.

Appendix B

Inventory of Services and Supports (ISS) for Students with Disabilities

DAIT Standard	Objective	Criteria and Clarifications	Evidence
7. Professional Development	7.4 The district provides professional development for IEP teams that promotes increased student learning related to the grade level content standards.	Full implementation means that the district has a professional development plan that includes: • Writing rigorous grade-level standards-based IEP goals and objectives including appropriate. accommodations and modifications, assessments (STAR, etc.) and appropriate instructional settings • Monitoring student achievement outcomes based on the student IEP goals and objectives. • Revising IEP goals and objectives based upon team review of student achievement outcomes.	**Please check evidence reviewed:** X District professional development plan x District LEA plan x Single Plan for Student Achievement (SPSA) at various school sites x District coaching plan
	7.5 The district provides professional development for staff on how to work with parents and families of students with disabilities to support increased student achievement.	Full implementation means that the district has a professional development plan that includes: • Research-based strategies for collaboration with parents and families to support increased student achievement. • Methods of sharing information with parents regarding standards-based curriculum, instructional strategies, and assessments. • Strategies for building and sustaining effective and positive partnerships with parents including skills in IEP development and decision making, problem solving, collaboration, alternative dispute resolution, understanding community resources and the variety of support and services for students with disabilities and their families.	**Other evidence reviewed:** LRE Self-Assessment

Synthesis statement

Based on what you have gathered, reviewed, and discussed in this area, what are the important conclusions: The district has hired academic coaches that work closely with all special education staff in ensuring students with special needs have access to grade level standards. The district's professional development plan includes strategies to enhance collaboration with parents to support student achievement.

APPENDIX C

ESSENTIAL PROGRAM COMPONENT	RATING	
EPC 1: Instructional Materials	*Martinez Elementary*	*Parlier Junior High*
Objective 1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts(RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in use in every classroom with materials for every student.	Partially	Partially
Objective 1.2 The school/district provides the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.	Minimally	Substantially
Objective 1.3 The school/district provides the current* SBE-adopted RLA intensive intervention programs and materials in grade four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Minimally	Minimally
Objective 1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.	Minimally	Substantially
Objective 1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades six and seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.	Minimally	Minimally
Objective 1.6 NA	NA	Partially
EPC 2: Instructional Time	*Martinez Elementary*	*Parlier Junior High*
Objective 2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the most current SBE-adopted programs for RLA/ELD. This time is given	Fully	Minimally

priority and protected from interruptions.		
Objective 2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions.	Fully	Partially
Objective 2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.	Fully	Fully
Objective 2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Minimally	Partially
Objective 2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the most current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions.	Fully	Partially
Objective 2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials.	Fully	Partially
Objective 2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standard (grades 4-6).	Minimally	Partially
EPC 3: Lesson Pacing Guide	*Martinez Elementary*	*Parlier Junior High*

APPENDIX C

Objective 3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (grade kinder through eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Partially	Minimally
Objective 3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (grades kinder through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Substantially	Partially
EPC 4: School Administrator Instructional Leadership Training Program	*Martinez Elementary*	*Parlier Junior High*
Objective 4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA and mathematics instructional materials and the Essential Program Components (EPCs).	Partially	Partially
Objective 4.2 The district provides and monitors on-going targeted professional development and support beyond the Administrator Training practicum to increase the principal's and vice-principal's instructional leadership skills to fully implement and monitor the EPCs.	Minimally	Partially
Objective 4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Partially	Substantially
EPC 5: Credentialed Teachers and Professional Development Opportunity	*Martinez Elementary*	*Parlier Junior High*
Objective 5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary	Substantially	Substantially

Education Act (ESEA).		
Objective 5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.	Substantially	Substantially
Objective 5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the EPCs.	Substantially	Substantially
EPC 6: Ongoing Instructional Assistance and Support for Teachers	*Martinez Elementary*	*Parlier Junior High*
Objective 6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Partially	Partially
Objective 6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Partially	Minimally
EPC 7: Student Achievement Monitoring System	*Martinez Elementary*	*Parlier Junior High*

APPENDIX C

Objective 7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement/ diagnoses, progress, and effectiveness of instruction.	Minimally	Minimally
Objective 7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments) are used to inform teachers and principals on student placement/ diagnoses, progress, and effectiveness of instruction.	Minimally	Minimally
EPC 8: Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	*Martinez Elementary*	*Parlier Junior High*
Objective 8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted RLA/ELD programs.	Partially	Partially
Objective 8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs.	Partially	Partially
EPC 9: Fiscal Support	*Martinez Elementary*	*Parlier Junior High*

APPENDIX C

Objective 9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Substantially	Substantially
Objective 9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Substantially	Substantially

Parlier Unified School District
Board Study Session

Posted: March 16, 2010
Time Posted: 5:00 p.m.

AGENDA

Thursday, March 18, 2010
6:00 p.m.
Board Room – Administration Office
900 Newmark Avenue
Parlier, California 93648

1. **OPENING BUSINESS**
   - 1.1 DETERMINATION OF QUORUM
   - 1.2 CALL PUBLIC SESSION TO ORDER
   - 1.3 PLEDGE OF ALLEGIANCE – BOARD MEMBER MALDONADO

2. **PUBLIC COMMENT/PUBLIC INTEREST ANNOUNCEMENTS/STATUS REPORTS/ ACTION** (as applicable)

   GENERAL PUBLIC COMMENT

   General public comment on any school related topic may be heard at this time. The board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the board. Pursuant to Board Policy, the board may limit individual comments to no more than to five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.

3. **BOARD STUDY SESSION**

   3.1 Persistently Lowest-Achieving Schools:
   - John C. Martinez Elementary School
   - Parlier Junior High School

4. **ADJOURNMENT**

5. **NEXT MEETING**

   Unless otherwise determined, the next regularly scheduled Board Meeting will be held on March 23, 2010, and will start with Closed Session at 5:00 p.m. followed by Regular/Open Session at 6:00 p.m. In the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (unless otherwise posted).

Parlier Unified School District
Board Study Session

MINUTES

March 18, 2010

OPENING SESSION

The Board Study Session of March 18, 2010 was called to order at 6:00 p.m. by Board President Tamez, Jr. at the Parlier Unified School District Administration Office, 900 Newmark Avenue, Parlier. A quorum of the board was present.

ATTENDANCE

	Arrive	Leave	Absent
Benjamin Tamez, Jr.	6:00 p.m.	7:25 p.m.	
Trinidad Pimentel	6:00 p.m.	7:25 p.m.	
Xavier J. Betancourt	6:00 p.m.	7:25 p.m.	
Enrique Maldonado	6:02 p.m.	7:25 p.m.	
Mary Helen Villanueva			X
Rick Rodriguez, Superintendent	6:00 p.m.	7:25 p.m.	

PLEDGE OF ALLEGIANCE

Board member Betancourt led the Pledge of Allegiance.

PUBLIC COMMENT/ PUBLIC INTEREST/ STATUS REPORTS

There were none.

BOARD STUDY SESSION

Persistently Lowest Achieving Schools

Superintendent Rick Rodriguez made a PowerPoint presentation on the two (2) schools: John C. Martinez Elementary School and Parlier Junior High School that were identified by the California Department of Education as Persistently Low Achieving Schools due to failure to achieve fifty (50) points of growth on the Academic Performance Index (API) over the previous five (5) years. Mr. Rodriguez also presented the 5-year data trend and the four (4) models as per the California Department of Education. A series of Public Hearings will need to take place at the school sites and district level in order for parents and community to ask questions and provide input prior to making a recommendation to the Board to take formal action.

ADJOURNMENT

The meeting was adjourned at 7:25 p.m.

NEXT MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, March 23, 2010, and will start with Closed Session at 5:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (Unless otherwise posted)

Xavier J. Betancourt
Clerk

Rick Rodriguez
Superintendent

PARLIER UNIFIED SCHOOL DISTRICT

Focus on Student Achievement

BOARD OF EDUCATION
Benjamin Tamez, Jr. President
Trinidad Pimentel, Vice President
Xavier J. Betancourt, Clerk
Enrique Maldonado
Mary Helen Villanueva

SUPERINTENDENT
Rick Rodriguez

March 26, 2010

Dear Parent(s):

This letter is to inform you the United States Department of Education and the California State Department of Education have listed **John C. Martinez School** as a Persistently Lowest Achieving School (PLAS). The criteria used to identify PLAS schools is those performing in the lowest 5% in the state of California, as well as the Academic Performance Index (API) scores for the last five (5) years, and the percentage of students scoring proficient in English Language Arts and Mathematics over the last three (3) years.

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. Before the district selects a model, the district is required to have two (2) Public Hearings. One (1) Public Hearing is to be conducted at the school site and the other Public Hearing at the district level. It is very important for you to attend both Public Hearings scheduled for **John C. Martinez School.** The first Public Hearing is scheduled for Tuesday, April 6, 2010 at 6:30 p.m. in the school cafeteria. The district level Public Hearing scheduled for **John C. Martinez School** will be on Tuesday, April 20, 2010 at 6:30 p.m. in the Parlier Unified School District Boardroom, located at 900 Newmark Avenue.

The District Administration will present and explain the four (4) intervention models at each of the Public Hearings and provide an opportunity for staff, parents, and the school community to ask questions and provide input.

Upon the conclusion of the district level Public Hearing, the District Administration will recommend to the School Board a model for consideration. The School Board will then take formal action by voting on a model.

On behalf of the school district, I request that you mark your calendars for these important Public Hearings and make every strenuous effort to attend.

Respectfully,

Rick Rodriguez
District Superintendent

PARLIER UNIFIED SCHOOL DISTRICT

Focus on Student Achievement

BOARD OF EDUCATION
Benjamin Tamez, Jr. President
Trinidad Pimentel, Vice President
Xavier J. Betancourt, Clerk
Enrique Maldonado
Mary Helen Villanueva

SUPERINTENDENT
Rick Rodriguez

a 26 de marzo de 2010

Estimados Padres de Familia:

Esta carta es para informarle que El Departamento de Educación de los Estados Unidos y el Departamento de Educación del Estado de California ha nombrado la **Escuela John C. Martínez** como Persistentemente Escuela de Bajo Rendimiento (PLAS por sus siglas en ingles). El criterio utilizado para identificar a las escuelas PLAS, son aquellas, cuyo rendimiento se encuentra entre el 5% de los mas bajos del Estado de California, al igual que los resultado del Índice de Desempeño Académico (API) por los últimos cinco (5) años, y el porcentaje de estudiantes con lo resultados competente en el Arte del Idioma Ingles y en las Matemáticas por los últimos tres (3) años.

La ley de California exige que cada una de las escuelas identificadas como Persistentemente Escuela de Bajo Rendimiento (PLAS por sus siglas en ingles), deba implementar uno de los cuatro (4) modelos de intervención escolar al comienzo del año escolar 2010-2011. Antes que el distrito seleccione un modelo, la ley exige que el distrito lleve a cabo dos (2) Audiencias Publicas. Una (1) Audiencia Pública conducida en la escuela y la otra Audiencia Publica a nivel del distrito. Es importantísimo que usted asista a ambas Audiencias Publicas programadas para la **Escuela John C. Martínez.** La primer Audiencia Publica se ha programado para el martes 6 de abril de 2010 a las 6:30 p.m. en la cafetería de la escuela. La Audiencia Pública a nivel del distrito programada para la **Escuela John C. Martínez** será el martes, 20 de abril de 2010 a las 6:30 p.m. en la Sala de Conferencias del Distrito Escolar Unificado de Parlier, localizado en el 900 de la Avenida Newmark.

La Administración presentara y explicara los cuatro (4) modelos de intervención en cada una de las Audiencias Publicas y proveerá la oportunidad a los empleados docentes, padres, y a la comunidad escolar para hacer preguntas y para compartir cualquier aportación.

Al concluir la Audiencia Publica al nivel del Distrito, la Administración recomendara a la Mesa Directiva un modelo para consideración. Después, la Mesa Directiva tomara acción formal por medio de votación para elegir uno de los modelos.

En nombre del distrito escolar, le pido que marque en su calendario estas dos importantes Audiencias Publicas y haga el mayor esfuerzo por asistir.

Respetuosamente,

Rick Rodriguez
Superintendente del Distrito

PARLIER UNIFIED SCHOOL DISTRICT

Focus on Student Achievement

BOARD OF EDUCATION
Benjamin Tamez, Jr. President
Trinidad Pimentel, Vice President
Xavier J. Betancourt, Clerk
Enrique Maldonado
Mary Helen Villanueva

SUPERINTENDENT
Rick Rodriguez

March 26, 2010

Dear Parent(s):

This letter is to inform you the United States Department of Education and the California State Department of Education have listed **Parlier Junior High School** as a Persistently Lowest Achieving School (PLAS). The criteria used to identify PLAS schools is those performing in the lowest 5% in the state of California, as well as the Academic Performance Index (API) scores for the last five (5) years, and the percentage of students scoring proficient in English Language Arts and Mathematics over the last three (3) years.

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. Before the district selects a model, the district is required to have two (2) Public Hearings. One (1) Public Hearing is to be conducted at the school site and the other Public Hearing at the district level. It is very important for you to attend both Public Hearings scheduled for **Parlier Junior High School**. The first Public Hearing is scheduled for Thursday, April 8, 2010 at 6:30 p.m. in the school cafeteria. The district level Public Hearing scheduled for **Parlier Junior High School** will be on Thursday, April 22, 2010 at 6:30 p.m. in the Parlier Unified School District Boardroom, located at 900 Newmark Avenue.

The District Administration will present and explain the four (4) intervention models at each of the Public Hearings and provide an opportunity for staff, parents, and the school community to ask questions and provide input.

Upon the conclusion of the district level Public Hearing, the District Administration will recommend to the School Board a model for consideration. The School Board will then take formal action by voting on a model.

On behalf of the school district, I request that you mark your calendars for these important Public Hearings and make every strenuous effort to attend.

Respectfully,

Rick Rodriguez
District Superintendent

Preparing Students for the Global Economy

900 Newmark Avenue, Parlier, California 93648 (559) 646-2731 Fax (559) 646-0826

www.parlierunified.org

PARLIER UNIFIED SCHOOL DISTRICT

Focus on Student Achievement

BOARD OF EDUCATION
Benjamin Tamez, Jr. President
Trinidad Pimentel, Vice President
Xavier J. Betancourt, Clerk
Enrique Maldonado
Mary Helen Villanueva

SUPERINTENDENT
Rick Rodriguez

a 26 de marzo de 2010

Estimados Padres de Familia:

Esta carta es para informarle que El Departamento de Educación de los Estados Unidos y el Departamento de Educación del Estado de California ha nombrado la **Escuela Parlier Jr. High** como Persistentemente Escuela de Bajo Rendimiento (PLAS por sus siglas en ingles). El criterio utilizado para identificar a las escuelas PLAS, son aquellas, cuyo rendimiento se encuentra entre el 5% de los mas bajos del Estado de California, al igual que los resultado del Índice de Desempeño Académico (API) por los últimos cinco (5) años, y el porcentaje de estudiantes con lo resultados competente en el Arte del Idioma Ingles y en las Matemáticas por los últimos tres (3) años.

La ley de California exige que cada una de las escuelas identificadas como Persistentemente Escuela de Bajo Rendimiento (PLAS por sus siglas en ingles), deba implementar uno de los cuatro (4) modelos de intervención escolar al comienzo del año escolar 2010-2011. Antes que el distrito seleccione un modelo, la ley exige que el distrito lleve a cabo dos (2) Audiencias Publicas. Una (1) Audiencia Pública conducida en la escuela y la otra Audiencia Publica a nivel del distrito. Es importantísimo que usted asista a ambas Audiencias Publicas programadas para la **Escuela Parlier Jr. High.** La primer Audiencia Publica se ha programado para el jueves 8 de abril de 2010 a las 6:30 p.m. en la cafetería de la escuela. La Audiencia Pública a nivel del distrito programada para la **Escuela Parlier Jr. High será** el jueves 22 de abril de 2010 a las 6:30 p.m. en la Sala de Conferencias del Distrito Escolar Unificado de Parlier, localizado en el 900 de la Avenida Newmark.

La Administración presentara y explicara los cuatro (4) modelos de intervención en cada una de las Audiencias Publicas y proveerá la oportunidad a los empleados docentes, padres, y a la comunidad escolar para hacer preguntas y para compartir cualquier aportación.

Al concluir la Audiencia Publica al nivel del Distrito, la Administración recomendara a la Mesa Directiva un modelo para consideración. Después, la Mesa Directiva tomara acción formal por medio de votación para elegir uno de los modelos.

En nombre del distrito escolar, le pido que marque en su calendario estas dos importantes Audiencias Publicas y haga el mayor esfuerzo por asistir.

Respetuosamente,

Rick Rodriguez
Superintendente del Distrito

-- NOTICE ---

The Parlier Unified School District

Special Board Meeting for the District

Level Public Hearing scheduled on

Tuesday, April 20, 2010

for John C. Martinez Elementary School

has been moved to the Parlier Junior High

School Cafeteria at 6:30 p.m.

1200 E. Parlier Ave.
Parlier, California 93648

[Posted: April 9, 2010]

-- NOTICE ---

The Parlier Unified School District

Special Board Meeting for the District

Level Public Hearing scheduled on

Tuesday, April 22, 2010

for Parlier Junior High School has been

moved to the Parlier Junior High School

Cafeteria at 6:30 p.m.

1200 E. Parlier Ave.
Parlier, California 93648

[Posted: April 9, 2010]

Parlier Unified School District
Special Board of Trustees Meeting – Public Hearing

AGENDA
April 20, 2010
Parlier Junior High School Cafeteria
1200 E. Parlier Avenue
Parlier, California 93648

1. **OPENING BUSINESS** – 6:30 p.m.
   1.1 CALL PUBLIC SESSION TO ORDER
   1.2 PLEDGE OF ALLEGIANCE – BOARD MEMBER BETANCOURT

2. **PUBLIC COMMENT/PUBLIC INTEREST ANNOUNCEMENTS/STATUS REPORTS/ ACTION** (as applicable)
   GENERAL PUBLIC COMMENT
   General public comment on any school related topic may be heard at this time. The board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the board. Pursuant to Board Policy, the board may limit individual comments to no more than five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.

3. **GENERAL AGENDA**
   Review/Public Input/Board Discussion/**ACTION** (as applicable)

   3.1 PUBLIC HEARING: California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. A Public Hearing will be conducted for John C. Martinez Elementary School. (Encl.No.1)

4. **ADJOURNMENT**

5. **NEXT MEETING**

A Special Board Meeting will be held Thursday, April 22, 2010 and will start at 6:30 p.m. at the Parlier Junior High School Cafeteria.

The next regularly scheduled Board Meeting will be held on Tuesday, April 27, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (unless otherwise posted)

Parlier Unified School District
Special Board of Trustees Meeting – Public Hearing

MINUTES
April 20, 2010

OPENING SESSION

The Special Board Meeting of April 20, 2010 was called to order at 6:30 p.m. by Board President Tamez, Jr. at the Parlier Junior High School Cafeteria, 1200 E. Parlier Avenue, Parlier. A quorum of the board was present.

ATTENDANCE

	Arrive	Leave	Absent
Benjamin Tamez, Jr.	6:30 p.m.	8:35 p.m.	
Trinidad Pimentel	6:30 p.m.	8:35 p.m.	
Xavier J. Betancourt	6:30 p.m.	8:35 p.m.	
Enrique Maldonado			X
Mary Helen Villanueva	6:30 p.m.	8:35 p.m.	
Rick Rodriguez, Superintendent	6:30 p.m.	8:35 p.m.	

PLEDGE OF ALLEGIANCE

Board member Betancourt led the Pledge of Allegiance.

Board President Tamez, Jr. gave opening remarks in welcoming everyone to the meeting and added that Board member Maldonado was absent due to a work conflict.

Staff Members

Brenda Well, Chief Business Officer
Juan Sandoval, Director of Curriculum & Instruction/Projects
Angelina Rodriguez, Principal – Mathew J. Brletic Elementary School
Gudelia Sandoval, Principal – John C. Martinez Elementary School
Julissa Alvarado, Principal – S. Ben Benavidez Elementary School
Theressa Manzanedo, Principal – Cesar E. Chavez Elementary School
Homar Garza, Principal – Parlier High School

PUBLIC COMMENT/ PUBLIC INTEREST/ STATUS REPORTS

There were no public comments.

GENERAL AGENDA
PUBLIC HEARING
PLAS

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. A Public Hearing was conducted for John C. Martinez Elementary School. (Encl.No.1)

Board President Tamez, Jr. formally opened the Public Hearing.

Superintendent Rick Rodriguez presented a review of the four (4) models as mandated from the State and Federal Departments of Education.

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

The purpose of this Public Hearing was to seek input on these four models as they pertain to the district's identified Persistently Lowest Achieving Schools.

Member Betancourt shared his thoughts on the four models. He did not feel going with the Restart model was a good idea, placing the school into the hands of an outside Charter agency because there have been several issues with the oversight of two Charter Schools in the district. He did not believe in going with the Transformation model for this school either. "The district has replaced Administration in the past five years with absolute no change in student performance." He felt that this school needed drastic changes to improve the academic changes of our students.

The models he was considering were the School Closure Model or the Turnaround Model which replaces Administration and replaces no more than fifty percent (50%) of the staff. "At the last meeting it was stated since the Board was making the decision the parents did not have a say so on the decision." Member Betancourt added, "The Board is here tonight to listen to the parents, I ask that they share their thoughts with the board so the board can make a better decision that would have the best impact on our students' education."

Comments were made from the public.

With no other comments, the Public Hearing was closed.

An announcement was made that a decision would be made at the regularly scheduled Board Meeting on April 27th.

ADJOURNMENT

With no further business to come before the Board of Trustees at this time, Board President Tamez, Jr. declared the meeting adjourned at 8:35 p.m.

NEXT MEETING

A Special Board Meeting for Parlier Junior High School will be held Thursday, April 22, 2010 and will start at 6:30 p.m. at the Parlier Junior High School Cafeteria.

The next regularly scheduled Board Meeting will be held on Tuesday, April 27, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (Unless otherwise posted)

Xavier J. Betancourt
Clerk

Rick Rodriguez 5/12/2010
Rick Rodriguez
Superintendent

PARLIER UNIFIED SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

Encl. No. 1

Board Meeting Date of April 20, 2010

TO: Board of Education

FROM: Rick Rodriguez, Superintendent

PREPARED BY: Rick Rodriguez, Superintendent

APPROVED BY: Rick Rodriguez, Superintendent

PRESENTED BY: Rick Rodriguez, Superintendent

AGENDA TITLE: **Persistently Lowest Achieving Schools**

AGENDA SECTION:

____ Public Recognition/Proclamations/ Action

____ Public Comment Public Interest/Status Reports/Action

_X_ General Agenda: Review/Public Hearing /Public Comment/Board Discussion/Action

____ Focus on Student Learning: Presentation/ Public Comment/Board Discussion/Action

____ Routine Action

____ Administrative Panel Recommendations/ Action

BACKGROUND/SUMMARY:

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. A Public Hearing will be conducted for John C. Martinez Elementary School. The four (4) models are:

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

CONTRACT CHANGES:

Non-Applicable

RECOMMEND ACTION:

Non-Applicable

FINANCIAL IMPACT:

Non-Applicable

Parlier Unified School District
Special Board of Trustees Meeting – Public Hearing

AGENDA
April 22, 2010
Parlier Junior High School Cafeteria
1200 E. Parlier Avenue
Parlier, California 93648

1. OPENING BUSINESS – 6:30 p.m.
   1.1 CALL PUBLIC SESSION TO ORDER
   1.2 PLEDGE OF ALLEGIANCE – BOARD MEMBER PIMENTEL

2. PUBLIC COMMENT/PUBLIC INTEREST ANNOUNCEMENTS/STATUS REPORTS/ ACTION (as applicable)
   GENERAL PUBLIC COMMENT
   General public comment on any school related topic may be heard at this time. The board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the board. Pursuant to Board Policy, the board may limit individual comments to no more than five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.

3. GENERAL AGENDA
   Review/Public Input/Board Discussion/ACTION (as applicable)

   3.1 PUBLIC HEARING: California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. A Public Hearing will be conducted for Parlier Junior High School. (Encl.No.1)

4. ADJOURNMENT

5. NEXT MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, April 27, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (unless otherwise posted)

Parlier Unified School District
Special Board of Trustees Meeting – Public Hearing

MINUTES
April 22, 2010

OPENING SESSION

The Special Board Meeting of April 22, 2010 was called to order at 6:30 p.m. by Vice President Pimentel at the Parlier Junior High School Cafeteria, 1200 E. Parlier Avenue, Parlier. A quorum of the board was present.

ATTENDANCE

	Arrive	Leave	Absent
Benjamin Tamez, Jr.			X
Trinidad Pimentel	6:30 p.m.	7:48 p.m.	
Xavier J. Betancourt	6:30 p.m.	7:48 p.m.	
Enrique Maldonado	6:30 p.m.	7:48 p.m.	
Mary Helen Villanueva	6:30 p.m.	7:48 p.m.	
Rick Rodriguez, Superintendent	6:30 p.m.	7:48 p.m.	

PLEDGE OF ALLEGIANCE

Board member Maldonado led the Pledge of Allegiance.

Vice President Pimentel gave opening remarks in welcoming everyone to the meeting and added that Board member Tamez, Jr. was absent due to a family emergency.

Staff Members

Brenda Weil, Chief Business Officer
Juan Sandoval, Director of Curriculum & Instruction/Projects
Angelina Rodriguez, Principal – Mathew J. Brletic Elementary School
Gudelia Sandoval, Principal – John C. Martinez Elementary School
Juilssa Alvarado, Principal – S. Ben Benavidez Elementary School
Theressa Manzanedo, Principal – Cesar E. Chavez Elementary School
Homar Garza, Principal – Parlier High School
Elida Padron, Principal – San Joaquin Valley High School

PUBLIC COMMENT/ PUBLIC INTEREST/ STATUS REPORTS

Leticia Trujillo, parent addressed the board in regards to subjects being taught at Parlier Unified School District, specifically English Language Arts and Math, and what she felt should be taught. Copies of a proposal were distributed to board members.

Vice President Pimentel added the proposal would be given to the Curriculum Department for review.

GENERAL AGENDA
PUBLIC HEARING
PLAS

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. A Public Hearing was conducted for Parlier Junior High School. (Encl.No.1)

Board Vice President Pimentel formally opened the Public Hearing to discuss the four models and added, "This is our second Public Hearing and I invite staff and the public to comment and provide input on these four models as they pertain to our identified Persistently Lowest Achieving Schools."

Superintendent Rick Rodriguez presented a brief overview of what has been completed up to this point and reviewed the four (4) models as mandated from the State and Federal Department of Education.

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

Board member Maldonado inquired about the grant the district applied for and if it was to be used for both schools. Superintendent Rodriguez added each school would get up to $200,000,000 (2 million dollars) each.

Board member Betancourt added that he was leaning toward the Transformation model for the junior high school.

Board member Villanueva voiced that she would want more discussion to make a better decision for all the students.

Comments were made from the public.

With no other comments, the Public Hearing was closed.

An announcement was made that in order to accommodate parents and community the regularly scheduled Board Meeting on April 27th will be moved to the Parlier Junior High School Cafeteria.

ADJOURNMENT

With no further business to come before the Board of Trustees at this time, Vice President Pimentel declared the meeting adjourned at 7:48 p.m.

NEXT MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, April 27, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Parlier Junior High School Cafeteria located at 1200 E. Parlier Avenue, Parlier, California. (Unless otherwise posted)

Xavier J. Betancourt
Clerk

Rick Rodriguez 5/12/2010
Rick Rodriguez
Superintendent

PARLIER UNIFIED SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

Encl. No. 1

Board Meeting Date of April 22, 2010

TO:	Board of Education
FROM:	Rick Rodriguez, Superintendent
PREPARED BY:	Rick Rodriguez, Superintendent
APPROVED BY:	Rick Rodriguez, Superintendent
PRESENTED BY:	Rick Rodriguez, Superintendent

AGENDA TITLE: **Persistently Lowest Achieving Schools**

AGENDA SECTION:

_____ Public Recognition/Proclamations/ Action

_____ Public Comment Public Interest/Status Reports/Action

_X_ General Agenda: Review/Public Hearing /Public Comment/Board Discussion/Action

_____ Focus on Student Learning: Presentation/ Public Comment/Board Discussion/Action

_____ Routine Action

_____ Administrative Panel Recommendations/ Action

BACKGROUND/SUMMARY:

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. A Public Hearing will be conducted for Parlier Junior High School. The four (4) models are:

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

CONTRACT CHANGES:

Non-Applicable

RECOMMEND ACTION:

Non-Applicable

FINANCIAL IMPACT:

Non-Applicable

Parlier Unified School District
Board of Education

Posted: March 23, 2010
Time Posted: 5:00 p.m.

AGENDA
April 27, 2010
Parlier Junior High School Cafeteria
1200 E. Parlier Avenue
Parlier, California 93648

In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconference meeting shall be by roll call.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 646-2731 on or before the Monday preceding the Board meeting. Translation Services: Available in Spanish in the Board Room upon request.

1. **OPENING BUSINESS – 5:00 p.m.**
   - 1.1 CALL PUBLIC SESSION TO ORDER
   - 1.2 IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION (Please refer to the list identified below.)
   - 1.3 PUBLIC COMMENT ON CLOSED SESSION TOPICS
     1. General public comment on any closed session item will be heard. Pursuant to Board Policy, the Board may limit individual comments to no more than five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.
   - 1.4 ADJOURN TO CLOSED SESSION

2. **CLOSED SESSION** – (May reconvene after the public meeting, if necessary.)
   The following descriptions meet the legal requirements of Closed Session agenda item descriptions:

   - 2.1 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
     Funded through Special Ed.
     Title: Resource Specialist – John C. Martinez Elementary School
   - 2.2 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
     Funded through ARRA/Tier III Flex
     Title: Science Teacher - Parlier Jr. High School
   - 2.3 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
     Funded through QEIA
     Title: Science Teacher – Parlier Jr. High School
   - 2.4 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
     Funded through General Fund
     Title: Math Teacher – Parlier Jr. High School

Closed Session (continued)

2.5 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through General Fund
Title: Math Teacher – Parlier Jr. High School

2.6 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through QEIA
Title: English Teacher – Parlier Jr. High School

2.7 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through QEIA
Title: English Teacher – Parlier Jr. High School

2.8 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE [Gov. Code §54957]

3. **REGULAR SESSION – 6:00 p.m.**
3.1 REPORT ACTION TAKEN IN CLOSED SESSION
3.2 PLEDGE OF ALLEGIANCE – JESSICA MANZO, 12TH GRADE STUDENT PARLIER HIGH SCHOOL

4. **PUBLIC RECOGNITION/PROCLAMATIONS/ACTION**
4.1 STUDENT ACHIEVEMENT AWARDS – (SECONDARY) (Encl.No.1)

5. **PUBLIC COMMENT/PUBLIC INTEREST ANNOUNCEMENTS/STATUS REPORTS/ ACTION** (as applicable)
GENERAL PUBLIC COMMENT
General public comment on any school related topic may be heard at this time. The board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the board. Pursuant to Board Policy, the board may limit individual comments to no more than five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.

6. **BOARD MEMBER REPORTS/SUPERINTENDENT'S REPORT**

7. **FOCUS ON STUDENT LEARNING**
Presentation/Public Comment/Board Discussion/**ACTION** (as applicable)

7.1 Persistently Lowest Achieving Schools (PLAS) – John C. Martinez Elem. School. (Encl.No.2)
7.2 Persistently Lowest Achieving Schools (PLAS) – Parlier Junior High School. (Encl.No.3)

8. **GENERAL AGENDA**
Review/Public Input/Board Discussion/**ACTION** (as applicable)

8.1 No Items.

9. **ROUTINE/CONSENT ACTION**

9.1 ADMINISTRATIVE SERVICES
1. Warrant List – April 8, 2010 through April 21, 2010. (Encl.No.4)

9.2 EDUCATIONAL SERVICES
1. Student Field Trip(s). (Encl.No.5)
2. Student Events/Participation/Fund Raisers. (Encl.No.6)

9.3 HUMAN RESOURCES
1. No Items.

9.4 SUPERINTENDENT'S OFFICE
1. Minutes of the Regular Board Meeting of March 23, 2010. (Encl.No.7)
2. Minutes of the Regular Board Meeting of April 13, 2010. (Encl.No.8)
3. Quarterly Report on Williams Uniform Complaints. (Encl.No.9)

10. **ADJOURNMENT**

11. **NEXT MEETING**

The next regularly scheduled Board Meeting will be held on Tuesday, May 11, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (unless otherwise posted).

Parlier Unified School District
Board of Education

MINUTES
April 27, 2010

OPENING SESSION

The April 27, 2010 Board of Trustees meeting was called to order at 5:01 p.m. by Board President Tamez, Jr. at the Parlier Unified School District Administration Office, 900 Newmark Avenue, Parlier. A quorum of the board was present.

ATTENDANCE

	Arrive	Leave	Absent
Benjamin Tamez, Jr.	5:00 p.m.	7:00 p.m.	
Trinidad Pimentel	5:00 p.m.	7:00 p.m.	
Xavier J. Betancourt	5:00 p.m.	7:00 p.m.	
Enrique Maldonado			X
Mary Helen Villanueva	5:00 p.m.	7:00 p.m.	
Rick Rodriguez, Superintendent	5:00 p.m.	7:00 p.m.	

Staff Members

Brenda Well, Chief Business Officer
Juan Sandoval, Director of Curriculum & Instruction/Projects
Angelina Rodriguez, Principal – Mathew J. Brietic Elementary School
Gudelia Sandoval, Principal – John C. Martinez Elementary School
Julissa Alvarado, Principal – S. Ben Benavidez Elementary School
Gudelia Sandoval, Principal – John C. Martinez Elementary School
Elida Padron, Principal – San Joaquin Valley High School
Homar Garza, Principal – Parlier High School

CLOSED SESSION

Board President Tamez, Jr. called for public comment on the closed session topics listed below, hearing none, he proceeded to identify the closed session items. The Board adjourned to closed session.

REGULAR SESSION

The Board convened the Regular/Open Session and President Tamez, Jr. reported on action taken in closed session.

2.1 Board Member Pimentel motioned to approve the Public Employee Appointment/ Employment of **Guadalupe Perez** for the position of Resource Specialist - John C. Martinez Elementary School [Gov. Code §54957] *Funded through Special Ed.* Board Member Betancourt seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Absent; Villanueva, Aye; Betancourt, Aye. [4 Ayes/1 Absent] Motion carried.

2.2 Board Member Pimentel motioned to approve the Public Employee Appointment/ Employment of **Ana Luzania** for the position of Science Teacher – Parlier Junior High School [Gov. Code §54957] *Funded through ARRA/Tier III Flex.* Board Member Betancourt seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Absent; Villanueva, Aye; Betancourt, Aye. [4 Ayes/1 Absent] Motion carried.

CLOSED SESSION (continued)

2.3 Board Member Villanueva motioned to approve the Public Employee Appointment/ Employment of **Aaron Harding** for the position of Science Teacher – Parlier Junior High School. [Gov. Code §54957] *Funded through QEIA.* Board Member Betancourt seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Absent; Villanueva, Aye; Betancourt, Aye. [4 Ayes/1 Absent] Motion carried.

2.4 Board Member Villanueva motioned to approve the Public Employee Appointment/ Employment of **Terri Dutkeyitch** for the position of Math Teacher – Parlier Junior High School. [Gov. Code §54957] *Funded through General Fund.* Board Member Pimentel seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Absent; Villanueva, Aye; Betancourt, Aye. [4 Ayes/1 Absent] Motion carried.

2.5 **This Item was Tabled.**
PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through General Fund
Title: Math Teacher – Parlier Jr. High School

2.6 **This Item was Tabled.**
PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through QEIA
Title: English Teacher – Parlier Jr. High School

2.7 Board Member Villanueva motioned to approve the Public Employee Appointment/ Employment of **Dania James** for the position of English Teacher – Parlier Junior High School. [Gov. Code §54957] *Funded through QEIA.* Board Member Pimentel seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Absent; Villanueva, Aye; Betancourt, Aye. [4 Ayes/1 Absent] Motion carried.

2.8 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE [Gov. Code §54957]

On a motion by Board Member Pimentel and seconded by Board Member Betancourt the following vote occurred on the matter.

A **Roll Call Vote** was taken: Pimentel, Aye; Betancourt, Aye; Villanueva, Nay; Maldonado, Absent; Tamez, Aye. [3 Ayes; 1 Nay; 1 Absent] Motion carried.

The Board of Trustees approved the Hearing Officers Findings of Fact and Decision for Disciplinary Action in the Matter of Classified Employee #P572068, dated March 31, 2010 and authorizes the Superintendent or designee to notify the classified employee of the board's approval and action.

Pledge of Allegiance

Homar Garza, Principal of Parlier High School introduced Monica Aguilar, a 12th grade student, who led the Pledge of Allegiance.

Public Recognition/

During the traditional school year, students are recognized by the Board for outstanding academic achievement. Secondary School sites (7-12) presented students to be recognized for overall academic achievements:

Student Achievement Awards (Encl.No.1)	~Mangal Dhaliwal (Overall Achievement) Parlier Junior High School ~Monica Aguilar (Overall Achievement) Parlier High School ~Ester Jimenez (Overall Achievement) San Joaquin Valley High School Certificates for Overall Achievement were presented to the students.
PUBLIC COMMENT /PUBLIC INTEREST ANNOUNCEMENTS	There were no public comments.
BOARD MEMBER REPORTS/ SUPERINTENDENT'S REPORT	Board Member Betancourt reported attending the Matchmaker play at Parlier High School. He wanted to congratulate everyone who had a part in presenting the play and felt it was a fantastic experience. Board Member Villanueva reported visiting the Benavidez Elementary School where she observed students practicing for their CST test and viewed autograph books by the children in the library. Board Member Pimentel voiced his thanks to the Superintendent and High School Principal for allowing the use of the gym on setting up events for youth. "This keeps them off the streets and keeps them busy," he added. Board President Tamez, Jr. reported on his attendance to the National Association of Latino Elected Officials (NALEO) Conference held in Anaheim, California. "It was the Western Education Summit that is held once a year and I was representing PUSD as a member of the fifteen-member panel at the State level. The panel worked on developing policy improving the nutritional program in public schools throughout the state of California and addressing other health needs that our students have", he added. Mr. Tamez was also presented with a Resolution by the California State Legislature that he shared with the public. Mr. Tamez reported on an invitation to be a guest speaker and attend the groundbreaking ceremony of a new school for the Southwest Key Program in Austin, Texas. "The efforts are to bring resources to Fresno County through the Southwest Key Program. The program is designed to reduce the level of juvenile delinquency of children that are being judicated by our Juvenile Court System," he added. While at the Anaheim Conference he had the honor and pleasure of meeting U.S. House of Representative Diana Maldonado and invited her to attend the groundbreaking event of which she accepted. "This is a wonderful way to network with high level elected officials that we as school board members, at the local level, can partner and collaborate with these officials." Board Member Pimentel added the Youth Centers of America would be paying half of Mr. Tamez' expenses to Austin, Texas and asked the board, on a consensus, to pay the remaining amount. "The resources that Mr. Tamez brings back to the community are very helpful." Superintendent Rick Rodriguez announced the makers of Hidden Valley Salad Dressing were pleased to announce that John C. Martinez Elementary School had been chosen as one of ten elementary schools nationwide to receive a $10,000 grant from the Hidden Valley Love Your Veggies grant proposal. This was through the efforts of Ms. Alissa Allen, Nutritional Director. Hidden Valley also expressed they were impressed by the creativity and innovation of the proposed program and look forward to working with the school to execute the plans.

Superintendent Rodriguez also received word from the State on the School Improvement Grant (SIG) the district submitted a few weeks ago that the district was approved by the State Department of Education. Through this grant, Parlier High School has the potential to receive $500,000. and Parlier Junior High School has the potential to receive $439,000.

Superintendent Rodriguez reported of his attendance to the Benavidez Elementary School Book Faire where students displayed their written books to be reviewed and receive written comments. He also reported on his attendance to the Parlier High School play, The Matchmaker, which he felt was very powerful and modeled to other students of what they can accomplish.

FOCUS ON STUDENT LEARNING

Cesar Chavez Education Institute

Dr. Sonia Rodriguez and Ms. Angelica Gomez from the Cesar Chavez Education Institute announced they are looking forward to continue working with the school district and are excited to see the district is moving forward.

John C. Martinez Elementary School (Encl.No.2)

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. Tonight, the Board will take action on one of the four models for John C. Martinez Elementary School. (Encl.No.1)

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

Board President Tamez, Jr. opened board discussion.

Board Member Betancourt shared his comments, "I previously stated I was considering the School Closure Model or the Turnaround Model, because I believed that drastic changes were necessary to improve our student's scores at Martinez Elementary School. After hearing input from the community and speaking with the Superintendent, I make a motion that we implement the Turnaround Model, including replacing the administration, rehiring no more than 50% of the entire staff, certificated and classified, and implementing the school improvement actions as specified by the state."

Board Member Pimentel echoed the same thought and seconded the motion.

Board Member Villanueva inquired if the Transformation model would work for Martinez School.

A **Roll Call Vote** was taken: Betancourt, Aye; Villanueva, Nay; Pimentel, Aye; Tamez, Aye; Maldonado, Absent. [3 Ayes; 1 Nay; 1 Absent] Motion carried.

The Turnaround model will require major school improvement actions, including but not limited to, replacing the principal and rehiring n more than 50 percent of the school's staff.

Parlier Junior High School. (Encl.No.3)

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. Tonight, the Board will take action on one of the four models for Parlier Junior High School.

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

Board Member Pimentel motioned to implement the Transformation Model at Parlier Junior High School. Board member Betancourt seconded the motion. A **Roll Call Vote** was taken: Betancourt, Aye; Villanueva, Nay; Pimentel, Aye; Tamez, Aye; Maldonado, Absent. [3 Ayes; 1 Nay; 1 Absent] Motion carried.

The Transformation model will require the implementation of a series of required school improvement strategies, including replacing the principal and increasing instructional time.

GENERAL AGENDA

No Items.

Routine/Consent Action

Board Member Pimentel motioned to approve the Routine Action Items: Encl.No.4 - Encl. No.9. Board Member Betancourt seconded the motion. [4 Ayes, 1 Absent] Motion carried.

9.1 ADMINISTRATIVE SERVICES
1. Warrant List – April 8, 2010 through April 21, 2010. (Encl.No.4)

9.2 EDUCATIONAL SERVICES
1. Student Field Trip(s). (Encl.No.5)
2. Student Events/Participation/Fund Raisers. (Encl.No.6)

9.3 HUMAN RESOURCES
1. No Items.

9.4 SUPERINTENDENT'S OFFICE
1. Minutes of the Regular Board Meeting of March 23, 2010. (Encl.No.7)
2. Minutes of the Regular Board Meeting of April 13, 2010. (Encl.No.8)
3. Quarterly Report on Williams Uniform Complaints. (Encl.No.9)

Board President Tamez, Jr. made an announcement that the Board Study Session scheduled on May 6, 2010 was cancelled.

ADJOURNMENT

With no further business to come before the Board of Trustees at this time, President Tamez, Jr. declared the meeting adjourned at 7:00 p.m.

NEXT MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, May 11, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (Unless otherwise posted)

Xavier J. Betancourt
Board Clerk

Rick Rodriguez
Superintendent

5/12/2010

PARLIER UNIFIED SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

Encl. No. 2

Board Meeting Date of April 27, 2010

TO:	Board of Education
FROM:	Rick Rodriguez, Superintendent
PREPARED BY:	Rick Rodriguez, Superintendent
APPROVED BY:	Rick Rodriguez, Superintendent
PRESENTED BY:	Rick Rodriguez, Superintendent

AGENDA TITLE: **Persistently Lowest Achieving Schools**

AGENDA SECTION:

____ Public Recognition/Proclamations/ Action

____ Public Comment Public Interest/Status Reports/Action

_X_ General Agenda: Review/Public Hearing /Public Comment/Board Discussion/[redacted]

____ Focus on Student Learning: Presentation/ Public Comment/Board Discussion/Action

____ Routine Action

____ Administrative Panel Recommendations/ Action

BACKGROUND/SUMMARY:

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. The district has conducted the two (2) required Public Hearings. Tonight, the Board will be taking action on one of the four (4) models as listed for John C. Martinez Elementary School

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

CONTRACT CHANGES:

Non-Applicable

RECOMMEND ACTION:

Consideration of one of the four (4) models for John C. Martinez Elementary School

FINANCIAL IMPACT:

State and Federal Grant Apportionment

PARLIER UNIFIED SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

Encl. No. 3

Board Meeting Date of April 27, 2010

TO:	Board of Education
FROM:	Rick Rodriguez, Superintendent
PREPARED BY:	Rick Rodriguez, Superintendent
APPROVED BY:	Rick Rodriguez, Superintendent
PRESENTED BY:	Rick Rodriguez, Superintendent

AGENDA TITLE: **Persistently Lowest Achieving Schools**

AGENDA SECTION:

_____ Public Recognition/Proclamations/ Action

_____ Public Comment Public Interest/Status Reports/Action

_X_ General Agenda: Review/Public Hearing /Public Comment/Board Discussion/[redacted]

_____ Focus on Student Learning: Presentation/ Public Comment/Board Discussion/Action

_____ Routine Action

_____ Administrative Panel Recommendations/ Action

BACKGROUND/SUMMARY:

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. The district has conducted the two (2) required Public Hearings. Tonight, the Board will be taking action on one of the four (4) models as listed for Parlier Junior High School

1. Turnaround Model
2. Restart Model
3. School Closure Model
4. Transformation Model

CONTRACT CHANGES:

Non-Applicable

RECOMMEND ACTION:

Consideration of one of the four (4) models for Parlier Junior High School

FINANCIAL IMPACT:

State and Federal Grant Apportionment

March 24, 2010

Schools have a lot of work to do

Hearings to be held at the two schools

By Will Goldbeck
caltelpesleyance.com

School officials took the first step last Thursday night on what to do with the two under-performing schools in the Parlier Unified School District.

The district has four options for the future of John C. Martinez Elementary and Parlier Junior High School.

Each school will hold a hearing on the matter. Or as Board President Benjamin Tamez calls it, "a town hall." The dates for the hearings are still being set.

"The hearing is to let them know what four models are available," said District Superintendent Rick Rodriguez, who spent about an hour reviewing the situation before extended comments by Tamez. Following a suggestion by Jill Tafoya of the District Assistance Intervention (DAIT) team, an effort will be made to simplify the data that will be presented.

Four of the five trustees attended the board study session and special meeting. Absent was trustee Mary Helen Villanueva.

Rodriguez explained that the two schools were identified by the California Department of Education as Persistently Low Achieving schools due to failure to achieve 50 points of growth on the Academic Performance Index (API) over the previous five years.

Parlier Junior High missed by four points, as a plus 20 in the 2008-09 school year put the school at plus 46. The school did not have a test score in 2004-05 because of a foul-up on testing.

After gaining 30 points for each a score of 615 in 2006-07, John C. Martinez has dropped 35 points in the last two school years. They were also hurt by a loss of 68 points (47 in 2004-05 and 21 in 2005-06) in two years.

Parlier High School data goes by graduation rate. You become an under-performing school if only 60 percent of your students graduate and Parlier High School currently has an 85 percent graduation rate.

The four options include a turnaround model, which would include replacing the principal and rehiring no more than 50 percent of the school's staff; a restart model, which would require converting or closing a school and reopening it under a charter school operator; a school closure model and a transformation model.

DISTRITO ESCOLAR UNIFICADO DE PARLIER
NOTICIA PUBLICA

Estimados Padres de Familia: Fecha 26 de marzo del 2010

Esta carta es para informarle que El Departamento de Educación de los Estados Unidos y el Departamento de Educación del Estado de California ha nombrado la Escuela John C. Martínez y Parlier Jr. High School como Persistentemente Escuela de Bajo Rendimiento (PLAS por sus siglas en inglés). El criterio utilizado para identificar a las escuelas PLAS son aquellas, cuyo rendimiento se encuentra entre el 5% de los más bajos del Estado de California al igual que los resultado del Indice de Desempeño Académico (API) por los últimos cinco (5) años y el porcentaje de estudiantes con lo resultados competente en el Arte del Idioma Inglés y en las Matemáticas por los últimos tres (3) años.

La ley de California exige que cada una de las escuelas identificadas como Persistentemente Escuela de Bajo Rendimiento (PLAS por sus siglas en inglés) debe implementar uno de los cuatro (4) modelos de intervención escolar al comienzo del año escolar 2010-2011. Antes que el distrito seleccione un modelo, la ley exige que el distrito lleve a cabo dos (2) Audiencias Publicas. Una (1) Audiencia Publica conducida en la escuela y la otra Audiencia Publica a nivel del distrito. Es importantísimo que usted asista a ambas Audiencias Publicas programadas para la Escuela John C. Martínez. La primer Audiencia Publica se ha programado para el martes 6 de abril de 2010 a las 6:30 p.m. en la cafetería de la escuela. La Audiencia Publica a nivel del distrito programada para la Escuela John C. Martínez será el martes 20 de abril de 2010 a las 6:30 p.m. en la Sala de Conferencias del Distrito Escolar Unificado de Parlier localizado en el 900 de la Avenida Newmark.

Es importantísimo que usted asista a ambas Audiencias Publicas programadas para la Escuela Parlier Jr. High. La primer Audiencia Publica se ha programado para el jueves 8 de abril de 2010 a las 6:30 p.m. en la cafetería de la escuela. La Audiencia Publica a nivel del distrito programada para la escuela Escuela Parlier Jr. High será el jueves 22 de abril de 2010 a las 6:30 p.m. en la Sala de Conferencias del Distrito Escolar Unificado de Parlier localizado en el 900 de la Avenida Newmark.

La Administración presentará y explicará los cuatro (4) modelos de intervención en cada una de las Audiencias Publicas y proveerá la oportunidad a los empleados docentes, padres y a la comunidad escolar para hacer preguntas y para compartir cualquier aportación.

Al concluir la Audiencia Publica a nivel del Distrito, la Administración recomendará a la Mesa Directiva un modelo para consideración. Después, la Mesa Directiva tomará acción formal por medio de votación para elegir uno de los modelos.

En nombre del distrito escolar le pido que marque en su calendario estas dos importantes Audiencias Publicas y haga el mayor esfuerzo por asistir.

Respetuosamente,

Rick Rodríguez, Superintendente del Distrito

March 31, 2010

PARLIER UNIFIED SCHOOL DISTRICT PUBLIC NOTICE

March 26, 2010

Dear Parent(s),

This letter is to inform you the United States Department of Education and the California State Department of Education have listed John C. Martinez School and Parlier Jr. High School as a Persistently Lowest Achieving School (PLAS). The criteria used to identify PLAS schools is those performing in the lowest 5% in the state of California as well as the Academic Performance Index (API) scores for the last five (5) years and the percentage of students scoring proficient in English Language Arts and Mathematics over the last three (3) years.

California law requires that each of the schools identified as Persistently Lowest Achieving Schools (PLAS) must implement one of four (4) school intervention models beginning in the 2010-2011 school year. Before the district selects a model the district is required to have two (2) Public Hearings: One (1) Public Hearing is to be conducted at the school site and the other Public Hearing at the district level. It is very important for you to attend both Public Hearings scheduled for John C. Martinez School. The first Public Hearing is scheduled for Tuesday, April 6, 2010 at 6:30 p.m. in the school cafeteria. The district level Public Hearing scheduled for John C. Martinez School will be on Tuesday, April 20, 2010 at 6:30 p.m. in the Parlier Unified School District Boardroom located at 900 Newmark Avenue.

It is very important for you to attend both Public Hearings scheduled for Parlier Junior High School. The first Public Hearing is scheduled for Thursday, April 8, 2010 at 6:30 p.m. in the school cafeteria. The district level Public Hearing scheduled for Parlier Junior High School will be on Thursday, April 22, 2010 at 6:30 p.m. in the Parlier Unified School District Boardroom located at 900 Newmark Avenue.

The District Administration will present and explain the four (4) intervention models at each of the Public Hearings and provide an opportunity for staff, parents, and the school community to ask questions and provide input.

Upon the conclusion of the district level Public Hearing, the District Administration will recommend to the School Board a model for consideration. The School Board will then take formal action by voting on a model.

On behalf of the school district I request that you mark your calendars for these important Public Hearings and make every strenuous effort to attend.

Respectfully,

Rick Rodriguez, District Superintendent

WEDNESDAY, MARCH 31, 2010

THE PARLIER POST

School hearing dates are set by district

Staff report

The dates for hearings on two underperforming schools have been set by the Parlier Unified School District.

The meetings are required by the State Department of Education according to Parlier Unified School District Superintendent Rick Rodriguez.

The hearings for John C. Martinez Elementary will be held first. The hearing at the school will be held at 6:30 p.m. on Tuesday, April 6 at the schools cafeteria.

The District level meeting will be held at 6:30 p.m. on Tuesday, April 20 in the District Office board room.

The school site hearing for Parlier Junior High School will be on Thursday, April 8 with the district level meeting held on April 22. Parents of prospective junior High students are also welcome.

Martinez hearing is held

By Will Goldbeck
parlierpost@yahoo.com

The first of two hearings on the future of John C. Martinez Elementary School brought out some interesting comments on April 6.

One virtually said to leave things alone and that the teachers are doing OK.

The second hearing will be on Tuesday, April 20 at the Parlier Junior High School cafeteria at 6:30 p.m. The meeting was originally scheduled for the District Office Board meeting room on Newmark Avenue but was changed due to the expected attendance.

The trustees of the Parlier Unified School District will have the final say on which one of the four state and federally mandated alternatives for the school with about 400 students in West Parlier.

An estimated 220 people, some standing, jammed into the cafeteria of the Parlier Avenue school, which once served as the district's junior high school, before the opening of the current Parlier Junior High School.

Ironically, Parlier Junior High School also is one of the persistently lowest achieving schools. Their hearing with the parents was held two nights later.

"The school is so poor. It is sad," said one unidentified Martinez parent.

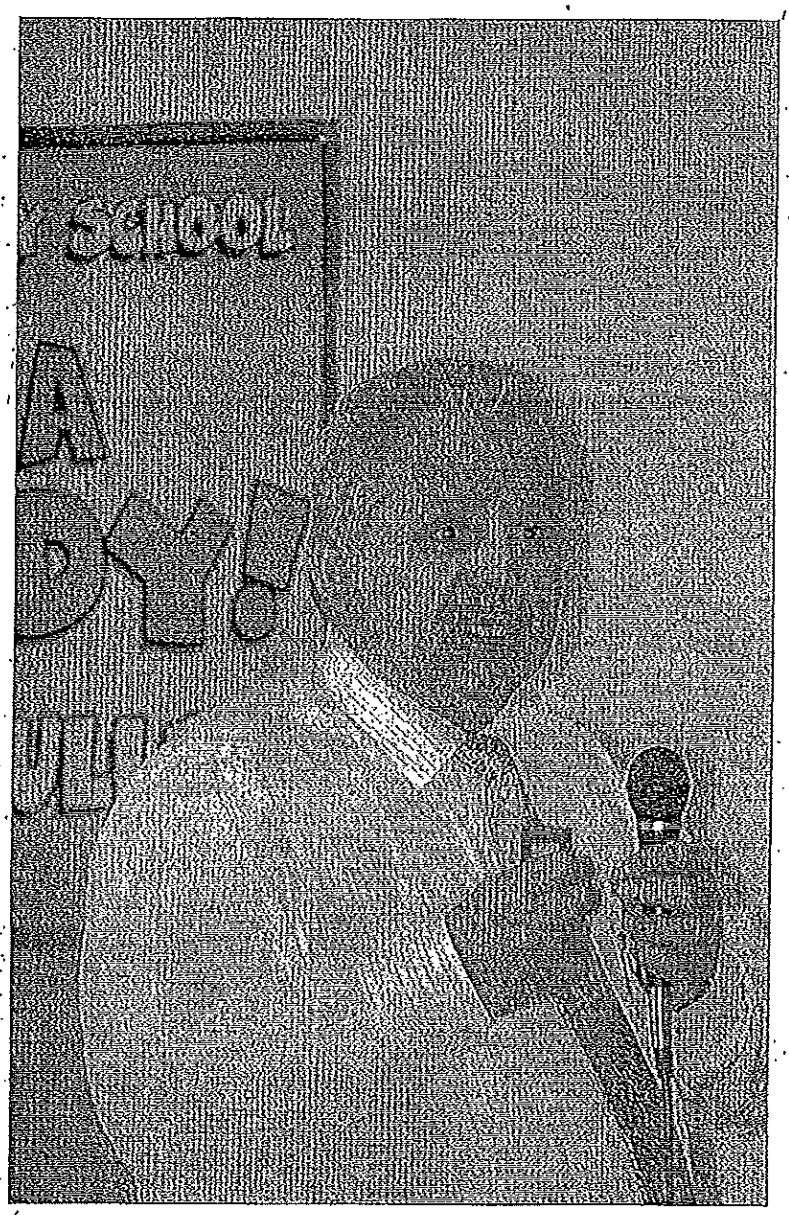
"I do agree with you," said District Superintendent Rick Rodriguez, who moderated the hearing, which was attended by two members of the school board, who did not speak. Xavier Betancourt sat quietly throughout the near 90-minute discussion while board president Benjamin Tamez Jr. arrived late.

The parent compared Martinez to Benavidez Elementary, which was built a few years ago using hardship funds, according to Rodriguez.

The Martinez API score of 572 last year is the lowest score in Fresno County. There is a banner in the school cafeteria that shows a goal of a 625 API score, which was the school's score two years ago.

"If we keep doing what we are doing, it will not change," said Rodriguez.

The four models to choose from are turnaround, restart, school closer and transformation. The turnaround and the transformation models appear to be the top choices.



Will Goldbeck/The Post

Parlier Unified School District Superintendent Rick Rodriguez makes a point at the April 6 meeting.

Junior High holds hearing

By Will Goldbeck
parlierpost@yahoo.com

Three members of the Parlier Unified School District board of trustees listened closely as parents of Parlier Junior High School students talked about the under performing school.

Almost 100 people attended the two-hour meeting in the school's cafeteria. The turnout was less than expected.

"If this meeting was about dropping football, this room would be

SEE SCHOOL, PAGE 3

School

From Page 1

overflowing," said Parlier Unified School District Superintendent Rick Rodriguez.

But the attendance was good enough for the District to make the following announcement about two hours before the Thursday night meeting:

Due to the large number in attendance, the District level Public Hearings for both schools (John C. Martinez Elementary School and Parlier Junior High School) will be moved to another location as follows:

The Special Board Meeting for the District Level Public Hearing for John C. Martinez Elementary School is scheduled Tuesday, April 20, 2010 at the Parlier Junior High School Cafeteria at 6:30 p.m.

The Special Board Meeting for the District Level Public Hearing for Parlier Junior High School is scheduled Thursday, April 22, 2010 at the Parlier Junior High School Cafeteria at 6:30 p.m.

One unidentified junior high teacher said that you can't blame the teachers for the poor test scores.

"I don't know of any teacher that leaves at 3:30," she said. "And we don't get paid for that." She said that many teachers don't leave the school until the evening hours.

One teacher at the junior high lives in Hanford.

April 14, 2010

Will Coldbeck/The Post

This unidentified woman makes a point during the April 6 public hearing on the future of John C. Martinez Elementary School. Another hearing will be held on Tuesday, April 20, at the Parker Junior High School Cafeteria.

The Second Public Hearings (district level) regarding the Persistently Lowest Achieving Schools Special Board Meetings must be announced on the site's NTI system to invite parents and staff and display on the marquee.

Special Board Meeting/Public Hearing for John C. Martinez Elementary School will be held at 6:30 p.m., **Tuesday, April 20, 2010** in the Parlier Junior High School Cafeteria

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The Second Public Hearings (district level) regarding the Persistently Lowest Achieving Schools Special Board Meetings must be announced on the site's NTI system to invite parents and staff and display on the marquee.

Special Board Meeting/Public Hearing for Parlier Junior High School will be held at 6:30 p.m., **Thursday, April 22, 2010** at the Parlier Junior High School Cafeteria.

PLEASE NOTE: <u>All elementary school sites</u> must provide the information above to invite all 6th grade parents to attend the April 22nd meeting.

Sent on behalf of Superintendent, Rick Rodriguez

"Focus on Student Achievement"

Gloria Gomez-Alvarez
Assistant to Superintendent/Board
Parlier Unified School District
900 Newmark Avenue
Parlier, California 93648
(559) 646-2731 x 1003
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To Principals

Junior High meeting is on Thursday night

By Will Goldbeck
parlierpost@yahoo.com

A decision on what transformation model will be used by the Parlier Unified School District for Parlier Junior High School will be made at a Thursday night meeting, that will be held at 6:30 p.m. in the Parlier Junior High School Cafeteria.

A similar meeting was held two nights earlier on Tuesday, April 20 to decide which tranformation model will be used at John C. Martinez Elementary School. That meeting was held after press time.

After listening to the hearings held at each of the schools last week, it appears that trustees will choose the turnaround model for one school and the transformation model for the other school.

Only one of the schools can be on the transformation model, which District Superintendent Rick Rodriguez has called the easiest of the four possible selections. Under the transformation model, the school would have to implement a series of required school improvement strategies, including replacing the principal who led the school prior to implementation of the transformation model, and increasing instructional time.

According to Rodriguez, Martinez would not need to replace the principal, as Gudelia Sandoval came on board just two years ago. At the junior high level, the district has already announced the reassignment of current principal Dr. Juan Lopez.

The turnaround model appears to be the other possibility although it would require rehiring no more than 50 percent of the school's staff. "What happens to the teachers would have to be negotiated with the bargaining unit if this is the model we select," said Rodriguez.

The District is busy preparing a grant application that is due on June 1. The grant notification will be in July with the grant award probably coming in August.

The School Improvement Grant approval for monies for both Parlier High School and Parlier Junior High School was received in late March and Rodriguez signed for the money last week.

The SIG grants can be used for:

Providing professional development in the summer and the week prior to school starting.

Hiring teachers to provide targeted instruction for struggling students in reading, mathematics or ELD. These teachers would provide specific instruction during the school day, after school, on Saturdays, or during the summer.

Hiring substitute teachers to allow for teachers to meet in grade level data teams.

Providing teachers with professional development focused on English Learners.

Scheduling SB 472 training for teachers for math.

Implementing an intensive reading intervention program during the summer and up to Sept. 30, 2010.

And compensating teachers to engage in summer professional development.

April 21, 2010

April 28, 2010

Parlier Post

School decision to be made

By Will Goldbeck
parlierpost@yahoo.com

Following public hearings last week, a decision was made after press time by the Parlier Unified School District Board of Trustees on what transformation model will be used for John C. Martinez Elementary School and Parlier Junior High School next school year.

The decisions were made at the regular meeting of the school board, which was held on Tuesday night in the Parlier Junior High School Cafeteria after this edition went to press.

Special meetings of the Board of Trustees were held last week as final public hearings on the underperforming schools. The meeting for Martinez Elementary was held on April 20 with the hearing for the junior high held two nights later.

About 90 people attended the Martinez hearing while about 80 people were in attendance for the Junior High hearing. District Superintendent Rick Rodriguez sounded disappointed about the turnout.

"I'd would have recommended the elimination of junior varsity sports this room would have been full," said Rodriguez.

Because of the expected turnout for the April 27 board meeting, the meeting was moved from the district office board room to the Parlier Junior High School Cafeteria where the two hearings were held.

Only four trustees were in attendance at each meeting. Board member Xavier Betancourt missed the April 20 meeting because of a work conflict while Board President Benjamin Juarez Jr. missed the Tuesday night meeting because of a family matter.

Only one of the board members, Xavier Betancourt, gave any indication on what model he would vote for on April 27. I am leaning towards the transformation model for the junior high," Betancourt said.

"I won't pick a model yet," said Trustee Mary Ellen Villanueva. "I want to have more discussion on this."

Only one junior high teacher, Connie Prado, spoke at the latest public hearing. She urged the board to not go with the turnaround model for the junior high.

"I want to remind you that the junior high was just four points away from not going through. A majority of the parents here tonight are my parents. It's important to our schools to be successful. I ask you uphold this. Mr. Rodriguez, I do believe that we are going to make our points this year."

It appears that the recommendation of Superintendent Rodriguez will be the turnaround model for John C. Martinez Elementary and the transformation model for the junior high school.

The turnaround model would require major school improvement reforms including but not limited to replacing the principal and at least 50 percent of the school's staff.

This would be extremely difficult to implement at this school, said Rodriguez of the junior high school. Most of the junior high teachers have a single subject credential, that is different from an elementary school teaching credential which has multiple subjects. They teach are the classes.

Using the turnaround model at the junior high would unemployed people according to Rodriguez, as the district does not have another junior high to send those staff members to.

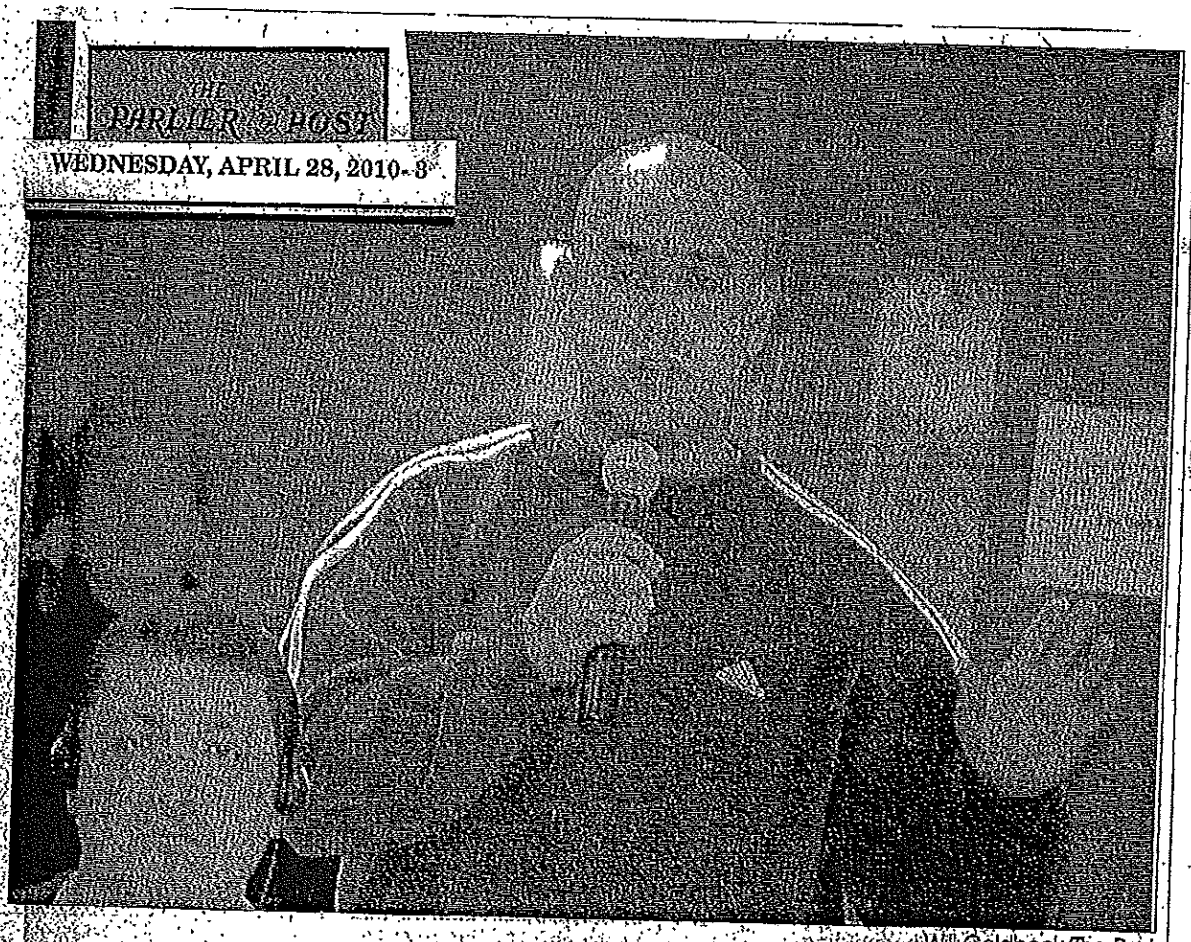
The transformation model would require the district to implement a series of identified school improvement strategies including replacing the principal and increasing instructional time.

The school goes out at 3:30 o'clock. "Maybe they would extend to 3:30. In June months that would mean an additional 90 hours of instruction with 60 hours, three 28 days, that would mean a whole lot of money," said Rodriguez.

The School Improvement Grants would help defer the cost of the transformation model for the junior high.

The Parlier Unified School District announced last week that a Board Study Session would be held at 6 p.m. on Thursday, May 6 to review the School Improvement Grants for John C. Martinez Elementary School and Parlier Junior High School.

THE PARLER POST
WEDNESDAY, APRIL 28, 2010 - 3



Will Goldbeck/The Post

Bernard Trujillo was one of the parents that spoke during Thursday night's public hearing on the future transformation model for Parller Junior High School. "I trust you guys to take the district in the right direction," Trujillo said to the board members.

Parlier Unified School District
Board of Trustees

MINUTES
May 11, 2010

OPENING SESSION

The May 11, 2010 Board of Trustees meeting was called to order at 5:00 p.m. by Board President Tamez, Jr. at the Parlier Unified School District Administration Office, 900 Newmark Avenue, Parlier. A quorum of the board was present.

ATTENDANCE

	Arrive	Leave	Absent
Benjamin Tamez, Jr.	5:00 p.m.	8:52 p.m.	
Trinidad Pimentel	5:00 p.m.	8:52 p.m.	
Xavier J. Betancourt	5:00 p.m.	8:52 p.m.	
Enrique Maldonado	5:00 p.m.	8:50 p.m.	
Mary Helen Villanueva	5:00 p.m.	8:52 p.m.	
Rick Rodriguez, Superintendent	5:00 p.m.	8:52 p.m.	

Staff Members

Brenda Weil, Chief Business Officer
Antonio Aguilar, Director of Student Support Services
Angelina Rodriguez, Principal – Mathew J. Brletic Elementary School
Theressa Manzanedo, Principal – Cesar E. Chavez Elementary School
Julissa Alvarado, Principal – S. Ben Benavidez Elementary School
Gudelia Sandoval, Principal – John C. Martinez Elementary School
Elida Padron, Principal – San Joaquin Valley High School
Homar Garza, Principal – Parlier High School

CLOSED SESSION

Board President Tamez, Jr. called for public comment on the closed session topics listed below, hearing none, he proceeded to identify the closed session items. The Board adjourned to closed session.

REGULAR SESSION

The Board convened the Regular/Open Session and President Tamez, Jr. reported on action taken in closed session.

2.1 Board Member Pimentel motioned to approve the Public Employee Appointment/ Employment of **Armando Murillo** as Math Teacher (7-12) for the 2010/11 School Year. *[Gov. Code §54957] Funded through General Fund.* Board Member Betancourt seconded the motion. **Roll Call Vote**: Tamez, Aye; Pimentel, Aye; Maldonado, Aye; Villanueva, Aye; Betancourt, Aye. [Ayes: All] Motion carried.

2.2 Board Member Pimentel motioned to approve the Public Employee Appointment/Employment of **Jess Watson** and **Juan Gallegos** under *[Gov. Code §54957]* Football Theory and Analysis for the 2009-2010 After-School Program- Parlier High School - *Funded through Century 21 After-School Program.* Board Member Betancourt seconded the motion. **Roll Call Vote**: Tamez, Aye; Pimentel, Aye; Maldonado, Nay; Villanueva, Aye; Betancourt, Aye. [4 Ayes; 1 Nay] Motion carried.

CLOSED SESSION (continued)

2.3 Board Member Maldonado motioned to approve the Public Employee Appointment/Employment of **Rosalba Favila** as Substitute Instructional Aide. [Gov. Code §54957] *Funded through General Fund.* Board Member Pimentel seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Aye; Villanueva, Aye; Betancourt, Aye. [Ayes: All] Motion carried.

2.4 Board Member Pimentel motioned to approve the Public Employee Appointment /Employment for **Armando Renteria** as Substitute Custodian. [Gov. Code §54957] *Funded through General Fund.* Cesar E. Chavez Elementary School. Board Member Betancourt seconded the motion. **Roll Call Vote:** Tamez, Aye; Pimentel, Aye; Maldonado, Aye; Villanueva, Aye; Betancourt, Aye. [Ayes: All] Motion carried.

2.5 Board Member Maldonado motioned to approve the Public Employee Appointment /Employment for Ben Benavidez as Consultant for the 2010/11 School Year. [Gov. Code §54957] *Funded through CBET/CALSAFE.* Board Member Villanueva seconded the motion. **Roll Call Vote:** Tamez, Nay; Pimentel, Nay; Maldonado, Aye; Villanueva, Aye; Betancourt, Nay. [2 Ayes, 3 Nays] Motion did not carry. It was determined by the Board not to approve.

Pledge of Allegiance

Elida Padron, Principal of San Joaquin Valley High School introduced Jessica Rodriguez, a 12th grade student, who led the Pledge of Allegiance. Board President Tamez, Jr. presented Jessica with a certificate of recognition.

Public Recognition/

Student Achievement Awards (Encl.No.1)

During the traditional school year, students are recognized by the Board for outstanding academic achievement. Elementary School sites presented students (Kindergarten) to be recognized for overall academic achievements:

~Victor Torres (Overall Achievement) Cesar E. Chavez Elementary School
~Evelyn Ramirez (Overall Achievement) John C. Martinez Elementary School
~Jeevan Dhaliwal (Overall Achievement) Mathew J. Brletic Elementary School
~Alejandra Ramos (Overall Achievement) S. Ben Benavidez Elementary School

Certificates for Overall Achievement were presented to the students.

Board Member Maldonado presented a donation to the Parlier High School Drama Class and also presented a donation to each of the school sites Principals for the Board Room Bulletin Board display throughout the year.

Recognition Employees of the Year (Encl.No.2)

The following employees were chosen as Administrator of the Year; Teacher of the Year and Classified Employee of the Year 2010.

Administrator of the Year 2010
- Elida Padron – Principal, San Joaquin Valley High School

Teacher of the Year 2010
- Ruby DeLeon-Rodriguez – 5th Grade Teacher, John C. Martinez Elem. School

Classified Employee of the Year 2010
- Sally Gomez – Attendance/Records Assistant, Parlier Junior High School.

Resolution – Day Of the Teacher (Enclo.No.3)

California Department of Education designated May 12, 2010, as Day of the Teacher. The Resolution was read by Board President Tamez, Jr. and action was taken for adoption.

Board Member Maldonado motioned to approve Resolution No. 39-09/10 Day of the Teacher. Board Member Pimentel seconded the motion. Ayes: All. Motion carried.

Resolution – Classified School Employees Week (Encl.No.4)

May 17 through May 21, 2010 is designated as California Department of Education's Classified School Employee Week. Resolution was read by Board President Tamez, Jr. and action was taken for adoption.

Board Member Maldonado motioned to approve Resolution No. 40-09/10 Classified School Employee Week – May 17-21, 2010. Board Member Pimentel seconded the motion. Ayes: All. Motion carried.

PUBLIC COMMENT /PUBLIC INTEREST ANNOUNCEMENTS

There were no public comments.

BOARD MEMBER REPORTS/ REPORTS/ SUPERINTENDENT'S REPORT

Board Member Maldonado's comments were in reference to the Parlier High School Drama Class, he hopes they continued to move forward.

Board Member Pimentel reported on an agency that offers music programs and would like to make a presentation to the Board. The agency is interested in partnering with the Youth Center and schools. "Having a diversity of programs come into Parlier would benefit all of our students," he added.

Board President Tamez reported on a meeting with a representative from the Fresno County Behavioral Services Department. "We continue to look hard to increase the level of services for our children as mental health and emotional health issues can directly impact the ability of children to perform academically," he added. Commitments were made to have follow-up meetings on May 20th at 6:30 p.m. and May 24th at 12:00 noon. An invitation was extended to anyone who wished to attend.

On another note, Board President Tamez reported on his trip to Austin, Texas where he was invited to make a presentation to the Southwest Key Programs Board and also attend their groundbreaking ceremony. "We continue our efforts to bring those wrap-around services that Southwest Key provides in seven (7) states of the nation where they directly provide services to children who have been judicated by the Juvenile Court System. We are making the efforts to bringing those services to Fresno County."

Superintendent Rick Rodriguez reported on receiving notification from the California Department of Education acknowledging and approving the School Improvement Grant (SIG) for Parlier High School and Parlier Junior High School.

He also attended the Parlier High School Career Fair Luncheon where several former Parlier High School graduates were presenters. Superintendent Rodriguez noted this was an excellent exhibition that the high school continues to showcase. Other good news, the high school Principal received notification that a 12th grade student, Celene Mendez was selected as a recipient to receive a $16,000 Scholarship from the California Table Grape Commission.

FOCUS ON STUDENT LEARNING

School Improvement Grant (SIG) for John C. Martinez Elem. School and Parlier Junior High School

Manuel Escandon of the Fresno County Office of Education and the District's Assistance Intervention Team (DAIT) presented a comprehensive report on the plans for the School Improvement Grant (SIG) which would give both John C. Martinez Elementary School and Parlier Junior High School $2,000,000 in assistance for the next three school years.

Cesar Chavez Education Institute (Encl.No.5)

The Cesar Chavez Education Institute submitted a proposal for the 2010 Summer School Program services to be provided to Parlier Unified School District. The terms for the Summer School Program will be from June 16, 2010 to July 14, 2010.

Board Member Pimentel motioned to approve the Cesar Chavez Education Institute proposal for Summer School Program. Board Member Betancourt seconded the motion. Ayes: All. Motion carried.

GENERAL AGENDA

June 8, 2010 Board Meeting (Encl.No.6)

Board Member Pimentel motioned to approve the cancellation of the June 8, 2010 Board of Trustees meeting due to graduation and promotion ceremonies. Board Member Betancourt seconded the motion. Ayes: All. Motion carried.

Resolution–To Issue Final Certificated Layoff Notices (Encl.No.7)

This is the last technical step in finalizing the Elimination of Particular Kinds of Services for the 2010/2011 School Year. Final Layoff Notices will be issued.

Board Member Pimentel motioned to approve the Resolution No. 40-2009/10. Board Member Betancourt seconded the motion. [3 Ayes, 2 Nays (Maldonado and Villanueva)] Motion carried.

Carl D. Perkins Career & Technical Ed Improvement Grant. (Encl.No.8)

In accordance with the Carl D. Perkins Grant and the California Career Technical Education Plan, each Local Education Agency (LEA) needed to develop a Local Program Plan for the next five years. The plan details how Parlier Unified will meet or expect to meet the requirements for Carl D. Perkins over the next five years.

Board Member Maldonado motioned to approve the Carl D. Perkins Grant. Board Member Pimentel seconded the motion. Ayes: All. Motion carried.

Central California Consulting, LLC Agreement (Encl.No.9)

Board Member Pimentel motioned to Table the item until the May revision from Sacramento has been reviewed. Board Member Betancourt seconded the motion. [3 Ayes, 2 Nays (Maldonado and Villanueva)]. Motion carried.

MOU between Save the Children Federation, Inc. (Encl.No.10)

The purpose of the Memorandum of Understanding is to establish projected responsibilities under which Save the Children and PUSD jointly provide supplemental literacy programs. The grant would result in a sub-grant of $100,000 per eligible school for after school literacy programs. Leadership training and support for the life of the grant would be provided.

Board Member Pimentel motioned to approve the ratification of the Memorandum of Understanding. Board Member Betancourt seconded the motion. Ayes: All. Motion carried.

Routine/Consent Action

Board Member Maldonado motioned to approve the Routine Action Items: Encl. No.12 - Encl. No.19 except for Encl. No.11 and Encl. No.13. Board Member Pimentel seconded the motion. Ayes: All. Motion carried.

9.1 ADMINISTRATIVE SERVICES

1. Warrant List – April 22, 2010 through May 5, 2010. (Encl. No.11)

Board Member Maldonado questioned the expenditures for Leon Security and Turner Security Systems, Inc. After clarification, Board Member Maldonado motioned to approve Encl. No.11. Board Member Betancourt seconded the motion. Ayes: All. Motion carried.

9.2 EDUCATIONAL SERVICES

1. Student Field Trip(s). (Encl. No.12)
2. Request to Attend Conference(s)/Workshops. (Encl. No.13)

Board Member Maldonado questioned the Conference attendance. After clarification, Board Member Pimentel motioned to approve Encl. No.13. Board Member Betancourt seconded the motion. [Ayes: 3; Nays: 2] Motion carried.

3. Student Events/Participation/Fund-Raisers. (Encl. No.14)

9.3 HUMAN RESOURCES

1. Job Description – Administrative Secretary for Curriculum and Instruction /Projects. (Encl. No.15)

9.4 SUPERINTENDENT'S OFFICE

1. Minutes of the Special Board Meeting of April 20, 2010. (Encl. No.16)
2. Minutes of the Special Board Meeting of April 22, 2010. (Encl. No.17)
3. Minutes of the Regular Board Meeting of April 27, 2010. (Encl. No.18)
4. 2010-2011 Designation of California Interscholastic Federation (CIF) Representatives to League. (Encl. No.19)

Board Member Maldonado left at 8:50 p.m.

ADJOURNMENT

With no further business to come before the Board of Trustees at this time, President Tamez, Jr. declared the meeting adjourned at 8:52 p.m.

NEXT MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, May 25, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (Unless otherwise posted)

Xavier J. Betancourt
Board Clerk

Rick Rodriguez
Superintendent

AGENDA
May 25, 2010
Administration Office - Board Room
900 Newmark Avenue
Parlier, California 93648

In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconference meeting shall be by roll call.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 646-2731 on or before the Monday preceding the Board meeting. Translation Services: Available in Spanish in the Board Room upon request.

1. **OPENING BUSINESS – 5:00 p.m.**
   - 1.1 CALL PUBLIC SESSION TO ORDER
   - 1.2 IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION (Please refer to the list identified below.)
   - 1.3 PUBLIC COMMENT ON CLOSED SESSION TOPICS
     1. General public comment on any closed session item will be heard. Pursuant to Board Policy, the Board may limit individual comments to no more than five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.
   - 1.4 ADJOURN TO CLOSED SESSION

2. **CLOSED SESSION –** (May reconvene after the public meeting, if necessary.)
   The following descriptions meet the legal requirements of Closed Session agenda item descriptions:

   - 2.1 LIABILITY CLAIMS [*Gov. Code §54956.95]*
     Claimant: Claim of David Galaviz a Minor by and through his Parent/Guardian ad Litem
     Agency Claimed: Parlier Unified School District

   - 2.2 CONFERENCE WITH LEGAL COUNCIL/ANTICIPATED LITIGATION [Gov. Code §54956.9(b)]
     1 Case

   - 2.3 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
     Funded through General Fund
     Title: Math Teacher (Single Subject Credential) – Parlier Jr. High (2010/11 School Year)

   - 2.4 PUBLIC EMPLOYEE EMPLOYMENT RESIGNATION [Gov. Code §54957]
     Title: Attendance Clerk, – John C. Martinez Elementary School

CLOSED SESSION (continued)

2.5 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through General Fund
Title: Math Teacher (Single Subject Credential) – Parlier Jr. High (2010/11 School Year)

2.6 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through Special Ed
Title: Resource Specialist – John C. Martinez Elementary School (2010/11 School Year)

2.7 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through Special Ed. ARRA IDEA.
Title: Intern Psychologist – Student Services (2010/11 School Year)

2.8 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through Special Ed.
Title: Psychologist – Student Services (2010/11 School Year)

2.9 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [*Gov. Code §54957]*
Funded through Migrant
Title: Community Liaison; 10 months; 3.5 hours per day

2.10 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [*Gov. Code §54957]*
Funded through Migrant
Title: Community Liaison; 10 months; 3.5 hours per day

2.11 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [*Gov. Code §54957]*
Funded through Migrant
Title: Community Liaison; 10 months; 3.5 hours per day

2.12 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through General Fund
Title: Chief Business Official (2010/11 School Year)

2.13 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [*Gov. Code §54957]*
2010-2011 Extra Duty Assignments - *Funded through General Fund*
Title: Varsity Head Football Coach

2.14 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT RATIFICATION
[*Gov. Code §54957]* 2009-2010 After-School Program- Parlier High School - *Funded through Century 21 After-School Program*
Title: Basketball - Theory and Analysis

2.15 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [Gov. Code §54957]
Funded through General Fund
Title: Substitute Custodian

3. **<u>REGULAR SESSION</u> – 6:00 p.m.**
3.1 REPORT ACTION TAKEN IN CLOSED SESSION (If any)
3.2 PLEDGE OF ALLEGIANCE – JESSICA MANZO, 12th GRADE STUDENT PARLIER HIGH SCHOOL

4. **PUBLIC RECOGNITION/PROCLAMATIONS/ACTION**

4.1 STUDENT ACHIEVEMENT AWARDS – (SECONDARY) (Encl. No.1)

5. **PUBLIC COMMENT/PUBLIC INTEREST ANNOUNCEMENTS/STATUS REPORTS/ ACTION** (as applicable)

GENERAL PUBLIC COMMENT

General public comment on any school related topic may be heard at this time. The board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the board. Pursuant to Board Policy, the board may limit individual comments to no more than five (5) minutes and individual topics to twenty (20) minutes. Please begin your comments by stating your name.

6. **BOARD MEMBER REPORTS/SUPERINTENDENT'S REPORT**

7. **FOCUS ON STUDENT LEARNING**

Presentation/Public Comment/Board Discussion/**ACTION** (as applicable)

7.1 2010-2011 School Calendar. (Encl.No.2)

8. **GENERAL AGENDA**

Review/Public Input/Board Discussion/**ACTION** (as applicable)

8.1 San Joaquin Valley Charter School Amendment. (Encl.No.3)
8.2 Resolution No. 42-09/10 Certification for the Parlier Unified Bus Purchase. (Encl.No.4)
8.3 Roofing Projects – Parlier High School, Cesar E. Chavez Elementary, Mathew J. Brletic Elementary, John C. Martinez Elementary. (Encl.No.5)
8.4 Third Interim Report – 2009/2010. (Encl.No.6)

9. **ROUTINE/CONSENT ACTION**

9.1 ADMINISTRATIVE SERVICES
1. Warrant List – May 6, 2010 through May 19, 2010. (Encl.No.7)

9.2 EDUCATIONAL SERVICES
1. Student Field Trip(s). (Encl.No.8)
2. Request to Attend Conference(s)/Workshops. (Encl.No.9)
3. Student Events/Participation/Fund-Raisers. (Encl.No.10)

9.3 HUMAN RESOURCES
1. Placement of a Classified Employee on the 39-Month Reemployment List Resolution No.43-2009/10. (Encl.No.11)

9.4 SUPERINTENDENT'S OFFICE
1. Minutes of the Regular Board Meeting of May 11, 2010. (Encl.No.12)

10. **ADJOURNMENT**

11. **NEXT MEETING**

The next regularly scheduled Board Meeting will be held on Tuesday, June 22, 2010 and will start with Closed Session at 5:00 p.m. and Regular/Open Session at 6:00 p.m. in the Board Room at the PUSD Administration Office located at 900 Newmark Avenue, Parlier, California. (unless otherwise posted)

ADDENDUM

8. **GENERAL AGENDA**
Review/Public Input/Board Discussion/**ACTION** (as applicable)

8.5 Approval of the School Improvement Grant (SIG)Cohort 2009-10 Application.

8.6 **PUBLIC HEARING:** Quality Education Improvement Act (QEIA) Wavier Proposal for Target Class Size (Parlier High School).

APPENDIX E

In a study commissioned by Congressman Jim Costa (D-CA), the Central San Joaquin Valley was named the "New Appalachia", referencing the most economically distressed area in the United States for issues such as children's education, healthcare, water and air quality, available resources for support., etc. (Congressional Research Service: CA San Joaquin Valley: A Region in Transition, Dec., 2005.) Added to that challenge is the student diversity of language, poverty level, number of English learners, immigrants, and multiple ethnicities as evidenced in the chart below. Many of the students have multiple challenges such as being a migrant, English learner, and severe poverty.

HISPANIC	WHITE	ASIAN	AFRICAN-AMERICAN	ENGLISH LEARNERS	FREE AND REDUCED LUNCH
57%	22%	10.5%	6.5%	25.2%	65.5%

The FCOE team currently consists of former superintendents, assistant superintendents, principals, academic coaches, as well as specialists in English learners, assessment and data, and students with disability. All team members served as leaders in districts and schools that have been recognized for outstanding student achievement. In addition, FCOE has national experts in extended day, summer learning, and preschool, as well as specialists in content support areas such as Advancement Via Individual Determination (AVID), language arts, mathematics, social studies, science, physical education and visual and performing arts. Leadership coaches have been trained in McREL's Balanced Leadership, The Speed of Trust, Cognitive Coaching, Fierce Conversations, and all are approved by the California Department of Education as School and District Assistance and Intervention Team support providers.

The primary focus of FCOE's efforts when working with underperforming schools is to thoroughly investigate, not only the academic performance of students, but also the political environment, cultural context, staff temperament and tolerance of the change process, as well the leadership capacity of the administration. Once that extensive

investigation has comprised a complete picture of the district, FCOE works collaboratively with the district/school to generate a strategic plan that addresses critical needs. Implementation of improvement strategies, and monitoring of action steps, with public accountability, ensures the most positive results in student learning. In the FCOE/district partnership work, critical and demanding changes are driven by on-going analysis of data, coupled with standards-based alignment of curriculum, assessments, and instructional strategies. In short, creating a focus on results.

Examples of FCOE successes in school turnaround are noted below:

The ASIST team has shown a 161% average growth in ELA proficiency a 127% average growth in Math proficiency and at its top performing elementary schools.(schools that have partnered with the ASIST team and have either exited Program Improvement or SAIT). All of the schools represented by the statistic have a significant percentage of English Learners and Socioeconomically Disadvantaged students.

The ASIST team has shown a 282% average growth in ELA proficiency for English Learners at its top performing elementary schools, with one school growing by 739%. All of the schools represented by the statistic have a significant percentage of English Learners and Socioeconomically Disadvantaged students.

The ASIST team has shown a 162% average growth in Math proficiency for English Learners at its top performing elementary schools. All of the schools represented by the statistic have a significant percentage of English Learners and Socioeconomically Disadvantaged students.

Washington Elementary in Mendota Unified School District (99% SED & 78% EL) grew by 155% in ELA proficiency. They were able to exit Program Improvement and were awarded the distinction of California Distinguished School. Cantua Elementary (100% SED & 63% EL) in Golden Plains Unified School District progressed from being one of the lowest achieving elementary schools in Fresno County to exiting Program Improvement. The school made over a 250% improvement in ELA and Math

proficiency during the time that ASIST worked with them. The increase in proficiency was for English Learners as well as all students.

Through the Professional Learning Community process and implementation of the Continuous District/School Improvement Model, progress on closing the achievement gap has been positive.

The ASIST team has helped seven schools and districts out of Program Improvement since its inception. Most of these schools and districts continue to implement the practices they crafted while working with the ASIST team and maintain improved performance.

All Students	PP ELA							PP Math						
	2004	2005	2006	2007	2008	2009	% Change	2004	2005	2006	2007	2008	2009	% Change
Caruthers Elem	20.9	20.7	30	32.7	37.7	45.5	118%	23.6	29.9	38.3	44.7	44.2	51	116%
Washington Elem	19.5	26.7	22.8	19.1	35.4	49.8	155%	47.5	47.3	41.6	36.5	58	68.1	43%
McCabe Elem	18.7	16.5	23.9	18.9	26.9	32.4	73%	30.6	27.1	30.2	29.9	46.4	55.1	80%
Lincoln Elem (Sanger)	10.8	20.3	24.4	40.1	39.7	42.9	297%	21.7	28.7	38.6	48.4	59.2	47.7	120%
Cantua Elementary	10.8	15.6	32.6	26.4	40.5		275%	16.8	34.7	61.1	55.6	64.3		283%
Edison Bethune	14.6	17	17.2	20.8	27.4	35.2	141%	21	29.2	31.3	31.1	46.6	54.4	159%
West Fresno Elem	13	16	10	17	20	27.7	113%	22	32	26	27	41	50.8	131%
Jackson Elem (Sanger)	29	40	46	48	55	63	117%	41	55	65	70	76	75	83%
				Average Change			161%				Average Change			127%

EL Students	PP ELA							PP Math						
	2004	2005	2006	2007	2008	2009	% Change	2004	2005	2006	2007	2008	2009	% Change
Caruthers Elem	12.3	12	22.9	25.7	31.7	38.8	215%	18.9	23.4	32	41	40.6	45.3	140%
Washington Elem	16.3	24.3	21.7	18.2	32.9	47.8	193%	43.4	47	42.2	35	56.8	69.6	60%
McCabe Elem	14.1	14.7	21.8	18.2	26.9	32.4	130%	29.9	26.3	29.3	30.3	45.7	55.1	84%
Lincoln Elem (Sanger)	5.1	14.3	24.6	35.2	36.8	42.8	739%	14	23.6	39.3	47.7	59.1	42.8	206%
Cantua Elementary	10	16.5	29.9	19.8	37.1		271%	17.8	36.7	61.3	51.5	62.9		253%
Edison Bethune	12.7	12.9	15.7	19.7	26.3	34.6	172%	21	25.8	32.1	26	45.8	46.7	122%
West Fresno	15	16	11	18	22	28.6	91%	17	33	29	32	43	56.1	230%
Jackson Elem (Sanger)	9	16	16	18	28	49	444%	26	35	39	44	61	79	204%
				Average Change			282%				Average Change			162%

APPENDIX F		
Parlier Unified		
	First Quarterly Report -	Second Quarterly Report -
Part I (A) Implementation of C.A. 6	10/09 12/09	12/09 - 03/09
E/RLA Core Materials	Currently the district is using the 2002 Houghton Mifflin ELA materials. The DAIT recommendations indicated a recommendation to adopted Language Arts materials to be in place in 2010.	Per the State Board of Education's January 2010 definition of Corrective Action the District was not required to purchase but will purchase new ELA materials if financial constraints for the 2010-2011 school year make that possible.
E/RLA Intervention Materials	Not identified	Initial DAIT recommendations included the need for new ELA and intervention materials to be in place for the 2009-2010 year. However the district did not adopt due to the SBE waiver and the budget crisis at both the state and district level. The district completed an internal analysis of the current SBE approved ELA and intervention materials. DAIT has advised the district to implement a tiered intervention program that includes instructional materials for all sites.
Math Core Materials	The district adopted new Math instructional materials in the 2007-2008 school year along with Holt Algebra readiness materials.	The district adopted new Math instructional materials in the 2007-2008 school year along with Holt Algebra readiness materials and uses curriculum imbedded intervention materials.
Math Intervention Materials	See above	The district uses curriculum imbedded intervention materials for math at all sites.
Professional Development	To date 62 teachers have been trained in SB 472 Math and approximately 100 in SB 472 ELPD. 3 of 6 principals have completed SB472 Math and ELPD training. An ELPD "refresher" session was presented in October 2009 to keep staff current the use of instructional strategies to ensure that EL students have access to grade level content. A district wide classroom observation checklist was developed and includes monitoring the use of EL strategies presented in the SB 472 ELPD trainings.	Approximately 130 teachers have now been trained in SB 472 ELPD. 5 of 6 principals have now completed the SB472 ELPD training. Teacher have attended unpacking math standards PD and coaches attend weekly training. Professional Development opportunities in the areas of classroom management, EDI, and Professional Learning Communities re planned for summer 2010.
EPCs Implemented		
EPC 1	The district currently uses the 2002 ELA adoption materials. Math instructional materials are in place in the majority of classrooms. SBE approved intervention materials are not in place district wide. Teachers of students with disabilities have materials they need to fully implement their students IEPs.	Initially the district did not intend to purchase new ELA curriculum due to the current and projected financial constraints, DAIT has recommended the purchase of intervention materials

EPC 2	The majority of High school, middle school, and elementary schedules reflect proper instructional minute's requirements including time for ELD. Instructional minutes for SWD are as per student IEPs.	Class schedules and the master schedule at the Junior High and High School reflect the correct number of recommended instructional minutes. Elementary schedules include Universal Access; Junior High and High School students also have additional periods of intervention as needed.
EPC 3	Pacing guides for ELA and math for the first semester have been developed by grade-level teams for all sites.	Pacing guides for ELA have been developed by grade level teams but need to be converted to a standard format and implementation monitored at all sites. Math pacing guides have been developed for the first and second quarters. Third and fourth quarter plans are completed and distributed as each quarter begins.
EPC 4	Three elementary school principals have completed AB430. However, the High School and Middle School principals and one elementary school principal have NOT completed the initial 40 hour training at their assignment level.	6 of 7 principals have been trained in AB430, although the high school principal received training while he was at the elementary level. One new 2009-2010, two new 2010-2011 principals, as well as the high school principal need to be trained at their site level.
EPC 5	The district has a current CMIS plan. However, not all teachers of EL students possess proper EL certification and not all teachers of SWD are considered to be highly qualified as per designated requirements.	95% of the teachers in Parlier have the proper EL certification. 9 of 10 Special Education teachers are highly qualified. One Sp Ed teacher is an intern, but will not be returning in 2010-2011. The district has hired a highly qualified teacher to replace her.
EPC 6	The district has done an exemplary job of restructuring to provide each site with an academic coach. Not all positions have been filled due to a lack of qualified applicants at the High School Level even though the district has made several attempts to fill the position. Ongoing Professional Development is in place to	Five of six sites have a full time content coach. There is no coach at the high school as no qualified candidate was found to fill the position after posting the opening three times.
EPC 7	The District uses Data Director as a student achievement monitoring system. Multiple training sessions have been provided in order to ensure site level staff has access to information and reports. ELA and Math benchmarks for grades 2-8 were purchased through ALS, and High School benchmarks were developed by departments. Data analysis of student achievement CST	The district has recently hired a Director of Technology and two technicians to assist all sites with accessing student data. Benchmarks are in place grades 2-12. There are no benchmarks or district wide assessments for K or 1 but RESULTS, Dibbles, and/ or teacher made assessments are used at elementary sites.
EPC 8	The district has a common weekly early release time but no district wide protocol or format exists for how that time will be used or monitored. Teachers of EL students and Students with disabilities are included in collaboration activities.	The district has a calendared early release time during which teachers meet in grade level or department teams. After each benchmark principals hold teacher chats to discuss benchmark results and referrals for intervention.
EPC 9	The district categorical funds are coordinated, prioritized, and allocated to align with student need.	The district categorical funds are coordinated, prioritized, and allocated to align with student need.

Improvement in AYP& API measures	District AYP Targets met: 13 of 22 in 2008-09 13 of 22 met in 2007-08 10 of 18 met in 2006-07 11 of 22 met in 2005-06 All Title I schools except San Joaquin Valley Continuation High are in PI. API Growth: 22 points in 2008-09, 17 in 2007-08, 3 in 2006-07, 12 in 2005-06 Current API is 620.	In 2008-2009, 6 of 7 schools made growth in API of +13, +20, +20, +39 and +42 points. After data revisions Brietic Elementary and Benavides Elementary met all AYP targets through Safe Harbor.
Part I (B) Implementation of DAIT Rec's		
Governance - Rec 1: The district will hold teachers, site administrators, and district personnel accountable for student achievement through the development of a district assessment results review process.	The DAIT team, district cabinet and leadership team created a common district wide calendar that outlines assessments, cycle of inquiry follow-up, Principal Summits, presentations to the Board, as well as DAIT Diners to present achievement data to the public. (Partially implemented)	Partially implemented. The distinct now has a Director of Technology and two technicians to ensure ongoing rostering and to address the needs of staff to access student data. The majority of rostering challenges have been resolved and data is correct and accessible and used at Principal Summits, during teacher chats, and reported to all stakeholders at the quarterly DAIT dinner.
Alignment of C, I, & A - Rec 1: Develop a plan to fully implement at all sites the nine EPCs as outlined in the Academic Program Survey	Create a plan that details SMART goals for implementation of the DAIT recommendations. Minimally implemented.	To date 3 of 6 sites have revisited the new APS to evaluate growth in each area. A summary report was given to the DAIT team in order to guide future work. Areas where scores are minimally or partially implemented will be addressed. The DAIT site lead provides on site coaching for principals and the DAIT team meets with the superintendent on a weekly basis to ensure attention to the improvement plan.
Alignment of C, I, & A - Rec 2: Prior to the implementation of a Dual Immersion Program, develop a research based, fully articulated plan that is detailed in the Master Plan for ELs.	1. Revise the existing EL Master Plan 2. Develop criteria for Dual Immersion classes 3. Parent and community input 4. Develop student identification and placement criteria 5. Create teacher job description to include responsibilities, qualifications and expectations 6. Develop and select criteria for instruction 7. Develop student achievement goals 8. Create assessment targets for all EL, SEI, and EI student groups. 9. Monitor academic progress in relations to other school sites (CST, STS, CELDT, benchmarks, and curriculum embedded assessments.	The EL Master Plan was revised and criteria for the Dual Immersion Program was developed by the district and an EL Coordinator from the County Office. Student identification criteria was established and teachers who qualified for the position were interviewed and selected. All district staff was trained in the amount of time required for instruction in primary language support in English and Spanish in DI, SEI and EO classrooms. Student proficiency goals are the same as for all children and assessment results for students in the Dual Immersion program are continually compared to those students receiving instruction in English.

Alignment of C, I, & A - Rec 3: Hold site administrators responsible for daily classroom observations, observation logs, reflective questioning/ feedback with teachers, and reports to the district Cabinet to improve the quality and consistency of classroom instruction.	1. Communciate district superintendent expectation for site administrators to be in classrooms 2. Collaboratively create a district walkthrough protocol. 3. Provide protocol for collection of observation data (log) 4. Submit walk through data log to superintendent and DAIT Team on a monthly basis 5. Develop Principal Summit three times per year to report classroom instruction and student achievement progress. 6. Present data to district stakeholders at each trimester. (Minimally implemented)	Partially implemented
Fiscal - Rec 1: The LEA Plan will detail fiscal plans and expenditures as tied to achievement goals and priorities.	Update LEAP to include DAIT recommendations and align fiscal resources. - Fully implemented.	Fully Implemented
Parent & Com'ty Involv. - Rec 1: Implement family and parent involvement policies and programs at all schools in order to provide multiple opportunities for parents and family members to access school programs.	1. Review and/or revise current district policy regarding parental involvement. 2. Establish opportunities to ensure two clear, timely, and two-way communication with parents about student achievement, academic, and other expectations, accountability requirements, and support of student success. 3. Create and distribute a parent survey. 4. Communicate to parents student expectations in core academic areas. 5. Establish transition opportunities from grade 6 to 7 and Grade 8 to 9. (Substantially implemented)	Substantially Implemented: All site continue with parent contacts and communication about student academic progress. Site council and advisory committee opportunities are also available. Parents are invited to attend quarterly stakeholder meetings and public hearings. Communications are provided in the home language and translators and/or translating equipment are available at all meetings.
Human Resources - Rec 1: Restructure existing resource teacher positions and responsibilities to develop site content specialist positions (academic coach) to best provide flexibility, classroom coaching and modeling, and intervention opportunities.	1.Create a job description for academic coaches. 2. Interview and hire 3. Assign coaches to individual sites 4. Provide weekly professional development for academic coaches (Substantially implemented)	A job description was created and qualified candidates were interviewed, hired, and are in place at 5 of 6 sites. Except for the vacancy at the High School the implementation of this EPC would be complete. The coaches received training and support through the DAIT and attend a monthly county wide coaches network.
Data Systems - Rec 1: Have district and site staff analyze data from multiple sources (California Standards Tests, California English Language Development Test scores, benchmarks assessments, curriculum imbedded assessments) and develop action plans to improve instructional practices.	Partially implemented: Site Teacher Chats &Principals' Summits, and DAIT Dinners are in place to analyze and report data to all stakeholders (including CST, benchmark progress, language acquisition (CELDT), behavior, discipline, extra curricular involvement, attendance in the areas of Language Arts and Math core and intervention) . A systemic district wide plan for interventions is not yet in place.	Partially implemented: Inability to consistently access data at the high school is being addressed by the new technology personnel. Benchmarks are calendared and given at all sites. Results are used to conduct collaborations, to develop intervention and tutoring lists, used at teacher chats, reported at the Principals' Summits, and presented to stakeholders at the quarterly DAIT Dinners.

Professional Dev. - Rec 1: Schedule and provide PD activities that reflect research-based strategies for improved student achievement with a focus on standards-based content knowledge and ELD.	Partially implemented: A PD calendar has been developed for the instruction of English Learners (See PD in Part 1, A, above)	Partially Implemented: (See PD in Part 1, A, above) More than two thirds of teachers have completed PD in ELA, Math, and ELPD, as well as in unpacking standards. Further PD opportunities are planned for summer 2010.

APPENDIX G

TURNAROUND MODEL

Required Activities:

A turnaround model is one in which an LEA implements each of the following strategies:

a. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, to screen all existing staff and rehire no more than 50 percent, and select new staff.

c. Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround leader" who reports directly to the LEA, or enter into a multi-year contract with the LEA.

f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

h. Establish schedules and implement strategies that provide increased learning time.

i. Provide appropriate social-emotional and community-oriented services and supports for students.

TRANSFORMATION MODEL

a. Developing and increasing teacher and school leader (and other staff) effectiveness.

Required Activities:

(1) Replace the principal who led the school prior to commencement of the transformation model

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that

(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates

(B) Are designed and developed with teacher and principal involvement

(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so

(4) Provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to

facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

b. Comprehensive instructional reform strategies

Required Activities:

(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

(2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

c. Increasing learning time and creating community-oriented schools.

Required Activities:

(1) Establish schedules and strategies that provide increased learning time

(2) Provide ongoing mechanisms for family and community engagement

d. Providing operational flexibility and sustained support.

Required Activities:

(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)