

S. Ben Benavidez Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	S. Ben Benavidez Elementary
Street	13900 Tuolumne Street
City, State, Zip	Parlier, CA 93648
Phone Number	559-646-2963
Principal	Lee Ann Rodriguez
Email Address	lrodriguez@parlierunified.org
Website	https://bbe.parlierunified.org/
County-District-School (CDS) Code	10-62364-0107409

Entity	Contact Information
District Name	Parlier Unified School District
Phone Number	559-646-2731
Superintendent	Jaime Robles
Email Address	ashley.marroquin@parlierunified.org
Website	http://www.parlierunified.org/#schools

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

Parlier Unified Guiding Principles:

Our District Vision:

The Board of Trustees, of the Parlier Unified School District, in partnership with our community, believe that every student can reach their maximum potential.

Our District Mission:

We are committed to: Promoting self discipline and respect, challenging and supporting educational success and inspiring each student to be a life long learner.

Our Core Values:

Mutual Respect, Unity, Integrity, Empowering others, Trustworthy communication

Our District Goals:

1. Systemic alignment to ensure continuity and consistency of program district-wide.
2. Expand student opportunities to provide academic context and enriching student experiences.
3. Recruit, retain and develop staff to provide high quality educators and continuity for our students.

Message from the Principal of Benavidez Elementary School:

At Benavidez Elementary every child is special and staff members focus on providing our Bengals with the highest caliber learning experience in a caring and nurturing environment so that students feel valued and respected. Our mission is to prepare all students in acquiring the skills needed to be successful leaders, life-long learners, and accept responsibilities and challenges of our culturally diverse global society. We hold to the highest standard for ourselves and our students in academics; encompassing the pillars of character as our foundation in order to prepare our students for a higher education. Our dedicated staff is committed to upholding these expectations by being proactive in addressing student needs and concerns. Our School Slogan: "Be a PROUD, TOUGH, and DETERMINED!"

Benavidez Elementary is located in the City of Parlier in Fresno County. It is nestled in the heart of the great Central San Joaquin Valley of California. Parlier is a place rich with cultural heritage and ablaze with lively memories of Latino-rights icons like Cesar Chavez and S. Ben Benavidez. The town takes pride in its heritage and feels a special respect for its roots and celebrates daily its primary culture and language. The school serves students at the kindergarten through the sixth grade level- offering instruction in mainstream English. In order to achieve mastery of the adopted curriculum standards in reading, writing, mathematics, history, science, and physical fitness; our school expectations are for students to achieve to their highest possible level with the cooperation of the students, staff, and parents. Enhancements to the academics at our site include our After School Program. At the school site you will find many extra-curricular activities such as movie nights, Fall Harvest Carnival, Band and Choir concerns, Winter programs, Academic Awards assemblies, Young Author's Faire, Peach Blossom, PASS sporting events and much more.

We are committed to the safety and security of each and every student. This respect for children resonates in our school policies, practices and culture. To maintain these optimal conditions, which contribute to the best possible working and learning environment, we enforce the policies set by our Governing Board and all California Educational Codes. Our facility occupies approximately 10 acres from Madsen Ave. to Tuolumne Ave.

At Benavidez Elementary we utilize Positive Behavior Interventions and Supports (PBIS). Positive Behavior Interventions and Supports (PBIS) is a process for creating school environments that are more predictable and effective for achieving academic and social goals. A key strategy of the PBIS process is pro-active. In conjunction with TIME to teach, our students are provided with Teach-To's at the beginning of the school year and reviewed throughout the school year to teach the school's expectations, and acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we view it as an opportunity for re-teaching. Our goal at Benavidez Elementary is to create a school community where all students, parents, and staff have a great learning experience while maximizing student achievement! Benavidez is a PBIS platinum site.

As we continue our shift toward implementation of the Common Core State Standards; our teachers will focus on teaching skills students will need for college and career readiness. Mathematics and Reading/Language Arts, with a specific emphasis on reading comprehension and writing strategies, will continue to be emphasized. Teachers will continue to provide our students with the necessary skills to become proficient writers. We will continue to implement and refine our strategies that engage all students in every lesson throughout the entire school day while infusing technology skills.

All students at Benavidez, Kindergarten through Sixth Grade have been utilizing their one to one iPads in the classroom to conduct research, learn keyboarding skills, and take notes from lectures and videos. Engaging students in the use of technology will continue to be a focus throughout the 2018-2019 school year. It is our goal that all students are proficient in age-appropriate computer literacy skills; students will use a variety of technological tools to complement and enhance classroom instruction.

All students benefit when they come to school every day and arrive on time. Daily attendance increases academic achievement. Regular attendance and punctuality teach students work habits that are necessary for their entire education and work careers. Finally, student attendance is essential to ensure each child receives access to the high caliber educational program provided by our highly qualified teachers. There are many occasions at Benavidez Elementary where we acknowledge, reward, and reinforce good attendance and punctuality! I invite you to stop by the school, introduce yourself, and allow us the opportunity to get to know you. We are truly grateful for all of the residents of our community for continuing to value and support education as we look forward with anticipation to a wonderful educational experience with all of our Benavidez Bengals!

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	81
Grade 2	82
Grade 3	75
Grade 4	86
Grade 5	63
Grade 6	66
Total Enrollment	529

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.2
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0.2
White	2.1
Socioeconomically Disadvantaged	99.1
English Learners	58.6
Students with Disabilities	9.6
Foster Youth	0.6
Homeless	8.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23		
Without Full Credential	2	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 - All in good condition. ELA & ELD Journeys Curriculum 2016.	Yes	0
Mathematics	Grades K-6 - All in good condition. Go Math. Adopted 2015.	Yes	0
Science	Grades K-5 - All in good condition. Harcourt Brace is the adopted curriculum. Adopted in 2000. Grade 6 - All in good condition. Holt Rinehart is the adopted curriculum. Adopted in 2000.	No	0
History-Social Science	Grade K-6th- All in good condition. Houghton Mifflin is the adopted curriculum. Adopted in 2007.	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Benavidez Elementary School was originally constructed in 2003 and it opened its doors in August 2004. It is comprised of 23 classrooms, a multipurpose cafeteria, a full functional kitchen providing food service, a library, a staff lounge, a computer lab, and two playgrounds - one for kindergarten students and one for first through sixth grade students. Included in the administration building is a Teacher's resource room, a Conference room, a Nurse's office, a Student Services office, a Guidance Instructional Specialist's office, and Principal's office.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district.

Maintenance and Repair

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

During the 2017-2018 school year, the district's governing board approved deferred maintenance projects for the school, including classroom and building maintenance.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Update fire extinguishers 2018 and training
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	30	23	22	50	50
Mathematics (grades 3-8 and 11)	26	31	16	15	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	278	274	98.56	1.44	29.93
Male	149	145	97.32	2.68	30.34
Female	129	129	100.00	0.00	29.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	270	267	98.89	1.11	29.96
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	275	271	98.55	1.45	29.52
English Learners	197	195	98.98	1.02	28.21
Students with Disabilities	28	28	100.00	0.00	7.14
Students Receiving Migrant Education Services	17	17	100.00	0.00	41.18
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	25.64

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	278	275	98.92	1.08	30.55
Male	149	146	97.99	2.01	32.19
Female	129	129	100.00	0.00	28.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	270	267	98.89	1.11	30.71
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	275	272	98.91	1.09	29.78
English Learners	197	196	99.49	0.51	31.63
Students with Disabilities	28	28	100.00	0.00	7.14
Students Receiving Migrant Education Services	17	17	100.00	0.00	47.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	23.08

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.7	25.0	36.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication is essential for our student's academic growth and success. Benavidez Elementary continually strives to involve parents by sharing information that helps parents understand and support student learning and provides opportunities for parent participation in our Valley PBS parenting classes. Our teachers continually inform parents of the grade level instructional focus, school activities, student showcase events on campus, and provide practical ideas for parents to help their children. Benavidez Elementary invites parents to the Title I Parent Involvement Meeting to share with parents and community how Benavidez is performing as a school. Parents are active on campus, on field trips, and support our programs through classroom volunteer efforts following our district parent volunteer policy, the School Site Council (SSC), and the English Learner Advisory Committee. Our School Site Council (SSC), which includes parent and certificated members, approves our School Plan for Student Achievement. Our English Learner Advisory Committee (ELAC) helps our SSC in making recommendations for our students learning English and provides suggestions on improving student attendance. The school has a strong base of parent volunteers who help in the school's movie night, Red Ribbon Activities, and Winter programs. Our parents regularly receive phone notification of school activities. Parents are also invited to participate in the PTC which supports student activities. Additional opportunities for parental involvement also exist at the district level. If you are interested in helping, please contact the school office. The contact phone number is (559) 646-2963.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.8	0.5	0.2	6.3	5.0	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A safe and supportive school culture is a primary focus at Benavidez Elementary. Our buildings and grounds are very safe. Staff members monitor our campus before school, after school, and during recess. All visitors must sign in and out at the front office as soon as they come onto our campus. Office staff provides visitors with an I.D. badge to wear which must be worn and visible while on campus and returned to the front office when visit is completed. We screen volunteers through our district parent volunteer policy. Once they have been cleared, they must sign in and out in the office. Our East and West gates remain locked during the school day, facilitating a safer morning drop off and afternoon pick up procedure. There is a designated area for student drop off and pick up. Our Positive Behavior Interventions and Supports (PBIS) framework is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. The integration of our Time to Teach and Character Counts lessons which promote six ethical values via the pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship along with Benavidez strict discipline policies curtail fighting and bullying. We hold a monthly Character Counts assembly to acknowledge students that are representing the pillars. Discipline is handled in a fair and consistent manner. We routinely review playground safety rules with students, and we hold fire, lockdown, and earthquake drills regularly. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials, and state earthquake standards. The School Site Safety plan is annually updated with input of parents, classified and certificated personnel. The plan is then approved by our School Site Council. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		3		26		3		25		3	
1	26		3		27		3		27		3	
2	29		3		25		3		27		3	
3	26		3		29		3		24		3	
4	32		2		30		2		27		3	
5	26		3		25		3		30		2	
6	24	1	3		27		3		25	1	2	
Other**					10	1						

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

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

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5,823.00	439.00	5384.00	67,642.00
District	N/A	N/A	9,437.00	\$67,443.00
Percent Difference - School Site and District	N/A	N/A	-54.7	2.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-27.8	-5.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

We use federal Title I funds and funds allocated under California's School-Based Coordinated Programs law to help students with math, reading, and writing. Federal Title II funds pay for staff training activities and materials.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

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

The Benavidez staff participated in professional development that included, Google Educational Tools, iPad classroom technology integration, and Common Core Standards alignment, Go Math, PBIS Training, Illuminate Training for online testing, FASTBridge, Smart TV Training, Guided Reading Training, EL Group ELD Training, On-going training through FCSS, etc. The focus was on providing good first teaching to all students while improving instruction for our English Learners and integrating the Common Core Standards in English Language Arts, Math, and Social Science with depth and rigor. All teachers were provided a day of professional development to implement KAGAN Engagement Structures to increase student participation in all lessons. Observations and along with teacher evaluations provided lesson delivery feedback to teachers. On site coaching was provided by academic coaches and site administration. In addition, all certificated teachers participated in professional development from Fresno County Office of Education consultants in the area of writing & ELA Common Core Standards curriculum mapping and unit development. The implementation of Professional Learning Communities (PLC's) in which teachers have collaboration time throughout the day for grades 4-6th twice a week facilitated unit development and lesson alignment.