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Grades
 Kindergarten through Sixth

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School Board

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Parlier Unified School District

S. Ben Benavidez Elementary School

2008-2009 School Accountability Report Card

District Mission Statement

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

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

School Profile

Benavidez Elementary School is one of four elementary schools in the Parlier Unified School District. During the 2008-09 school year, the school served 498 students in grades kindergarten through six.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.2%
Caucasian	0.8%
Filipino	0.0%
Hispanic or Latino	99.0%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Benavidez Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Benavidez Elementary School's discipline program is to make the school a place of learning where students have a right to a safe learning environment with the right to learn and where teachers have a right to teach. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook and monthly newsletters which are sent home at the beginning of the school year and throughout the school year.

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

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	30	10	12	2575	266	654
Suspension Rate	4.9%	1.9%	2.4%	59.6%	6.7%	17.1%
Expulsions	0	0	1	7	24	1
Expulsion Rate	0.0%	0.0%	0.2%	0.2%	0.6%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: participation in ASB Student Council, Young Author's Faire, District & County Spelling Bee, Sixth Grade Science Camp, Academic Field Trips, Red Ribbon Week, Reward/Incentive Trips and After School Sports Program. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other school in the area. Athletic programs include: Track, Soccer, Basketball, Volleyball, and Softball.

Class Size

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

Counseling & Support Staff

It is the goal of Benavidez Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Attendance Clerk	1	1.0
Computer Aide	1	1.0
Health Aide	1	1.0
Instructional Aides	4	0.75
Library Aide	1	1.0
Migrant Aides	1	0.5
Psychologist	1	1.0
Reading Coach	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Resource Teacher	1	1.0
Speech and Language Specialist	1	0.7

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	34	33	24	-	-	1	1	1	2	1	1	-
1	20	18	27	4	4	-	-	-	3	-	-	-
2	20	18	31	3	4	-	-	-	1	-	-	1
3	31	31	31	-	-	-	2	2	2	-	-	-
4	31	29	32	-	-	-	2	2	2	-	1	-
5	29	28	30	-	-	-	2	3	1	-	-	1
6	32	28	30	-	-	-	2	2	3	-	-	-
K-3	19	-	-	1	-	-	-	-	-	-	-	-
3-4	31	-	-	-	-	-	1	-	-	-	-	-



School Facilities

Benavidez Elementary School was originally constructed in 2003 and is comprised of 23 classrooms, a multipurpose cafeteria, a library, two staff lounges, a computer lab, and two playground - one for kindergarten students and one for 1st-6th grade students. Included in the administration building is a Teacher's Resource Room, a Nurse's office, a Speech Pathologist's office, and a School Psychologist's office.

Cleaning Process

The principal works daily with the custodial staff of 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. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are 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. For the 2009-10 school year, the district budgeted \$886,802.00 for the deferred maintenance program. This represents 0.04% of the district's general fund budget.

Deferred Maintenance Projects

Deferred maintenance projects scheduled for this school for the 2009-10 school year include asphalt paving, roofing, carpets, painting, and electrical. The district's complete deferred maintenance plan is available at the district office.

School Facility Conditions

Date of Last Inspection: 01/06/2010

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	K-2 - Ceiling tiles need to be replaced. Cafeteria Storage - Paint peeling & ceiling tiles missing. Lower Grade Restrooms - Tiles missing need to be replaced. Upper Grade Restrooms - Partitions need to be replaced.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Playground - Needs bark in back playgrounds.

Safe School Plan

Safety of students and staff is a primary concern of Benavidez Elementary School. 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 was last reviewed and updated in September 2009 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once bi-monthly. Students are supervised before and after school by certificated and administrative staff and certificated, classified and administrative staff supervise students during lunch and breaks. There is a designated area for student drop off and pick up. Visitors must sign in at the office as soon as they come onto our campus. Office staff provide visitors with an I.D. badge to wear while visiting our school.

Curriculum Development

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

Parent Involvement

Benavidez Elementary School greatly benefits from its supportive parents who participate in the school's School Site Council, English Learner's Advisory Committee, District English Learner's Committee, Migrant Parent's Club, and Parent Teacher's Club. The school has a strong base of parent volunteers who help in the school's monthly movie night, the schools September 16th and May 5th celebration, the school's Red Ribbon Activities, and the school's Winter programs. Parents are also welcomed to join in Benavidez's annual Grandparents Day recognition and annual Spring Father/Daughter and Mother/Son Appreciation Dance Night.

The school also benefits from several community partnerships including: the Boy & Girl's Scouts of America, the Parlier Rotary Club, Parlier's Proyecto Esperanza, the Parlier Chamber of Commerce, SER Jobs for Progress, and the Parlier Post Newspaper.

The school also sponsors its Annual Winter Food Drive for the Needy and Toys For Tots.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/ Language Arts	17	22	28	16	19	22	43	46	50
Mathematics	22	30	39	16	17	21	40	43	46
Science	12	17	22	12	19	21	38	46	50
History/Social Science	*	*	*	7	8	13	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	29	39	22	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	25	36	15	*
Females	32	42	28	*
Socioeconomically Disadvantaged	26	40	22	*
English Learners	22	37	16	*
Students with Disabilities	39	35	*	*
Migrant Education	19	43	8	*

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

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.6%	34.5%	18.2%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	1	1	
Similar Schools Rank	1	1	3	
All Students				
Actual Growth	15	31	40	689
Socioeconomically Disadvantaged				
Actual Growth	15	32	39	689
Hispanic or Latino				
Actual Growth	16	30	41	690
English Learners				
Actual Growth	72	-33	42	680

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

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

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2006-2007
Year in PI (2009-10)	Year 3	Year 3
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	66.67%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Instructional Materials

Parlier Unified School District held a public hearing on September 22, 2009, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. The chart displays the textbooks currently in use by the school.

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

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	ELD	LitConn	2008	No	3.0%
K-6	English/ Language Arts	Houghton Mifflin	2008	Yes	0.0%
K-6	History/Social Studies	Houghton Mifflin	2007	No	10.0%
K-6	Mathematics	Houghton Mifflin	2008	Yes	0.0%
6th	Science	Holt	2006	No	30.0%
K-5	Science	McGraw-Hill	2006	No	10.0%

Additional Internet Access/Public Libraries

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

Teacher Assignment

Parlier Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Benavidez Elementary School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	22	21	20	153
Without Full Credentials	0	2	1	15
Working Outside Subject	0	0	0	0

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

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

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	2	2	1
Misassignments of Teachers (other)	2	2	0
Total Misassignments of Teachers	4	4	1
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	82.8%	17.2%
High-Poverty Schools in District	81.6%	18.4%
Low-Poverty Schools in District	0.0%	0.0%

Staff Development

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

Data Sources

Data within the SARC was provided by Parlier Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The expenditures per pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,025
From Restricted Sources	\$1,531
From Unrestricted Sources	\$3,494
District	
From Unrestricted Sources	\$5,700
Percentage of Variation between School & District	63.1%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	57.8%

District Revenue Sources

Parlier Unified School District (PUSD) receives state and federal categorical funding, in addition to general state funding. For the 2007-08 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

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

State Programs

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

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$31,488	\$38,941
Mid-Range Teachers	\$51,477	\$59,686
Highest Teachers	\$64,209	\$77,828
Elementary School Principals	\$83,061	\$94,258
Middle School Principals	\$86,346	\$98,271
High School Principals	\$88,703	\$104,869
Superintendent	\$128,520	\$142,247
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.6%	38.2%
Administrative Salaries	7.0%	5.9%

School Site Teacher Salaries

The average teacher salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$48,571
District	\$49,869
Percentage of Variation	2.67%
School & State	
All Unified School Districts	\$60,994
Percentage of Variation	25.6%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Benavidez Elementary School at 559-646-2963.

