



# John H. Niemes Elementary

16715 Jersey Ave. • Artesia, CA 90701 • (562) 229-7890 • Grades K-6

Mariaelena (Meg) Jimenez, Principal

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<https://www.niemeses.us/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### ABC Unified School District

16700 Norwalk Blvd.

Cerritos, CA 90703

(562) 926-5566

[www.abcusd.us](http://www.abcusd.us)

### District Governing Board

Dr. Olga Rios, President

Leticia Mendoza, Vice President

Soo Yoo, Clerk

Christopher Apodaca, Board  
Member

Ernie Nishii, Board Member

Maynard Law, Board Member

Sophia Tse, Board Member

### District Administration

Dr. Mary Sieu

**Superintendent**

Dr. Valencia Mayfield

**Assistant Superintendent,  
Academic Services**

Toan Nguyen

**Assistant Superintendent,  
Business Services  
Chief Financial Officer**

Dr. Gina Zietlow

**Assistant Superintendent,  
Human Resources**

### A Message from the Principal...

We are proud of Niemes Elementary. The administration and staff welcome this opportunity to provide you a glimpse of what we have to offer and to tell you more about our educational program.

Niemes Elementary is located in the City of Artesia, and hosts one of the largest elementary school enrollments in the ABC Unified School District. Niemes Elementary has been honored as a California Gold Ribbon school, CA Title 1 Academic Achievement School, as well as a Magnet School of Distinction by Magnet Schools of America, the federal magnet school governing association. Niemes has both a comprehensive environmental science and technology program as well as one of the few Award-winning Spanish-English Dual Immersion programs in the area. Niemes offers numerous after-school programs and activities, including an After School YMCA program, Track Club, Green Kids, Gardening Club, Botanical Society, Extended Day Care Program, Intervention Tutoring, as well as various activities and clubs throughout the school year. Our Environmental Nature Center allows students to learn about native California habitats and "green" activities.

It is not often that you find elementary students taking nature walks to identify plant life and parts, conducting on-going successional garden surveys in a nature habitat with wireless technology, investigating rocks and minerals, nurturing and raising plants and live animals while studying their development, and participating in "green" or recycling projects and after-school clubs. Here at Niemes, Environmental Science comes to life. The students at Niemes Elementary School have successfully demonstrated academic achievement all the while keeping with our focus of environmental science and technology. Students make connections between decisions we make today and the ramifications they have on the environment tomorrow and into the future. "We're Green" is our school motto, and is embedded into our school culture. In an era when teachers find less and less time available for science instruction, students at Niemes attend science lessons in a state of the art, hands-on environmental science lab in addition to environmental science instruction across all curriculum areas. Niemes has partnered our Science Lab and home classroom to address all components of our new Next Generation Science Standards Curriculum. To prepare students for a future filled with continuous advances in technology, the elementary school has a modern computer lab with Mac computers, while each classroom has a projection system, technology centers and access to mobile computer labs containing enough wireless laptops and iPads for each student to research and produce authentic multimedia projects at the same time. Technology is integrated into the everyday curriculum, including a school-wide online reading program (Accelerated Reader). Niemes has been awarded the Verizon Innovative Schools Grant! Only 12 schools were awarded in the United States, and 1 school in California. Our teachers and staff have attended and been provided professional development to successfully implement this new technology. All 3rd-6th-grade students and staff are issued a device to expand educational opportunities. 2nd-grade students have 2:1 access to devices. TK-2nd grade have iPad learning stations. Niemes is the leader in technology in ABC; we have adopted the first 1:1 device initiative and hosted various guests to learn about what we are doing in our classrooms. We are excited to move forward in this endeavor.

I am pleased to announce that Niemes Elementary has been awarded the Golden Bell Award sponsored by the California School Boards Association for our Environmental Science Fair and Festival Program. This is one of the most prestigious awards honoring outstanding programs in California. Only about 45 programs are recognized in all of California. Additionally, our Dual Language program was nominated to be in the top 10 for an Award of Excellence from the Spanish Embassy. Our Dual Language Program was awarded the Seal of Excellence from CABE (California Association for Bilingual Education) for an outstanding program, only 1 school was recognized in California.

Niemes has officially been awarded the California Physical Activity and Fitness award by the CDE, as well as the bronze and gold level recognition by the Alliance for a Healthier Generation, Red Cross Association and the Clinton Foundation. Niemes Elementary is now a Nationally Recognized Healthy School of America. Our School Site Council has implemented a School Wellness Policy to promote our movement. We have also partnered with our PTA to provide nutrition experiences.

The staff and I value working closely with families to develop high functioning, responsible youngsters that have knowledge of current environmental issues. Students at Niemes are held to high standards, morals, and values. PTA has grown well over the last 10 years, and now sponsors and organizes various school events including the fall festival, 1K, Red Ribbon Week, Kindness week, movie nights, dances, help for the needy, teacher appreciation luncheons, and helps support student incentives and school programs. Teachers are continuously involved in staff development, data analysis and team meetings to make instructional decisions as well as to keep up to date with current trends, recent research, educational practices, and Common Core Standards.

Niemes Elementary School of Environmental Science and Technology, located in the city of Artesia opened in 1962. We serve approximately 700 students in grades TK through six on a traditional calendar system. Niemes Elementary School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. We are a magnet school of environmental science and technology with full-time science and computer teachers on campus who serve TK-6th-grade students. We offer both a traditional English Program, as well as a K-6 Dual Language Program with a focus to promote bi-literate 6th-grade students in English and Spanish. To accommodate working parents, Niemes has two childcare programs (YMCA and Extended Day Care).

John H. Niemes Elementary is a school community where the highest expectations are maintained. Niemes utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Niemes provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in students' educational endeavors. Individual academic and social needs of staff and students are met creating a desirable environment where all participants are successful.

#### **Mission Statement**

Our Mission Statement reflects our high expectations and parent partnerships for all of our students. The staff and parents of Niemes Elementary Magnet School of Environmental Science and Technology are committed to providing an effective instructional program that will equip our students to be productive citizens in a culturally diverse society. We will encourage continuous individual development with an emphasis on Environmental Science and Technology. Our vision is to provide a challenging and innovative learning environment that promotes excellence and empowers students with a high-quality education, focused on the needs of the 21st century.

#### **Niemes Elementary Dual Immersion Program Vision**

Our commitment is to provide rigorous, engaging, and multicultural instruction in Spanish and English through an innovative learning environment. The program is a pathway for students to acquire high levels of bilingual and biliterate achievement.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	110
Grade 2	88
Grade 3	102
Grade 4	92
Grade 5	86
Grade 6	90
Total Enrollment	675

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.4
Asian	4.1
Filipino	4.4
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.7
White	1.9
Two or More Races	1
Socioeconomically Disadvantaged	71.1
English Learners	37.6
Students with Disabilities	10.4
Foster Youth	1.6
Homeless	0.4

## 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 for John H. Niemes	17-18	18-19	19-20
With Full Credential	29	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	30
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at John H. Niemes Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

### 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.

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

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

**Textbooks and Instructional Materials**

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sonday System  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	N/A <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 05/14/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
<b>Interior:</b> Interior Surfaces	Fair	None needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	None needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	None needed
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None needed
<b>Structural:</b> Structural Damage, Roofs	Good	None needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
<b>Overall Rating</b>	<b>Good</b>	All the above areas were repaired and/or addressed. Overall condition of the school can be described as 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	39	66	66	50	50
Math	29	32	54	55	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 Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

#### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.5	17.0	23.9

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	367	365	99.46	38.90
Male	183	183	100.00	36.61
Female	184	182	98.91	41.21
Black or African American	21	20	95.24	35.00
Asian	13	13	100.00	69.23
Filipino	20	20	100.00	75.00
Hispanic or Latino	293	292	99.66	34.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	274	272	99.27	31.99
English Learners	182	182	100.00	32.42
Students with Disabilities	61	61	100.00	14.75
Students Receiving Migrant Education Services	37	37	100.00	40.54
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	367	365	99.46	32.33
Male	183	183	100.00	35.52
Female	184	182	98.91	29.12
Black or African American	21	21	100.00	19.05
Asian	13	13	100.00	92.31
Filipino	20	20	100.00	60.00
Hispanic or Latino	293	291	99.32	28.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	274	272	99.27	25.37
English Learners	182	181	99.45	29.28
Students with Disabilities	61	61	100.00	13.11
Students Receiving Migrant Education Services	37	37	100.00	18.92
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

## 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)

Parents and community members are very supportive of the educational program at Niemes Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals, LCAP and SPSA. We encourage parent engagement.

Parents are encouraged to participate in one or more of the following committees or organizations:

- PTA
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Wellness Committee
- Volunteering in and out of classrooms and on campus
- VIP (Very Important Parent) volunteers to help with various activities and programs
- Student Study Teams
- Niemes Gardening

The School Site Council and the English Language Advisory Committee consisting of school staff, parents, and community members are the major governing bodies that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school. Our active PTA also partners with the School Site Council to provide programs, incentives, activities, and events that are correlated to our school vision and goals.

**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.

**School Safety Plan**

Niemes takes safety very seriously. Staff and students practice fire drills/earthquake drills, and evacuation every month. Students line up on the field, and all students are accounted for before being grouped into larger pods to relieve staff for other emergency roles. The principal also has a Twitter and Communication System, and if technologies are up, will send a Twitter or text message to parents keeping them informed of the status of the school and students.

Our plan was revised and updated. Our staff met to discuss and implement in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.4	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

\* 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.



### 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	23	1	4		26	1	4		21	1	4	
1	26		4		25		4		28		4	
2	26		4		27		4		24		3	
3	28		3		30		3		30		4	
4	26		4		27		4		23	1	3	
5	31		3		30		3		29		2	1
6	33		2	1	30		3		30		3	
Other**												

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

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

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		11	13

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. Schoolwide training focus areas include New adoption programs, English Learners, technology, differentiation, using data to drive instruction, all with an emphasis on the CA Common Core Standards. Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues, as well as coaching experiences. The District also offers professional development activities.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6199	405.15	5793.55	80287
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.1	-2.0
School Site/ State	-23.8	-0.3

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.