



Nishimoto Elementary School

26460 Martin Street • Madera, CA 93638 • (559) 664-8110 • Grades K-6

Erin Falke, Principal

erinfalke@maderausd.org

<https://www.madera.k12.ca.us/nishimoto>

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



Madera Unified School District

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District Administration

Todd Lile **Superintendent**

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Linda Monreal **Area Assistant Superintendent Blue Pyramid**

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Oracio Rodriguez **Area Assistant Superintendent Red Pyramid**

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of Accountability and Communications**

Dr. Rebecca Malmo **Executive Director of Student and Family Support Services**

Principal's Message

Welcome to the 2018-2019 school year. I would like to take this opportunity to introduce myself. My name is Ms. Erin Falke, and I am very proud to be returning as the principal of Nishimoto Elementary School. I have been with Madera Unified for over 16 years. Mrs. Priester is vice principal of Nishimoto Elementary. She brings many years of teaching, coaching, and administrative experience in Madera Unified. Our goal is to provide a quality educational program that will ensure high levels of learning by all students. The staff has spent time researching and developing a curriculum that will prepare your children to become life long learners. Changes in curriculum, instruction, assessment, decision making, and the use of technology will be implemented in phases. Our emphasis has been on building a culture that strives to nurture a community of thinkers, learners, and creators. The staff is prepared to ensure learners are ready to actively participate in a rapidly changing, high technology, and information-rich world.

Our school motto, "Dedicated to Excellence," will be our greatest focus with students, parents, and community members as we continue to create a positive and meaningful educational experience for all of our learners. Nishimoto's team of students, staff, families, and community value and promote a safe, positive learning environment where the highest of expectations lead to lifelong success. We encourage our students to come to school each day with the expectation that Hawks don't fly, they S.O.A.R. - Show respect, Offer kindness, Act responsibly, and be Ready to learn.

Mission Statement

As a Nishimoto community, we will do whatever it takes to ensure success and high levels of learning for all students.

School Profile (School Year 2019-20)

Nishimoto Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2019-20, 725 TK-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Advanced Learners: Although we no longer have the GATE program (Gifted and Talented Education) that had been in the schools for years, we still work hard to provide opportunities for our advanced students.

Special Education Program: Nishimoto is fully vested in the Center-Based Model of educating our special education students. Our Special Education students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their day. Students are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Nishimoto has one and a half full time special education teachers and one full time and one part time special education paraprofessionals to support our students. Additionally, Nishimoto has a Special Day Class (SDC) for grades 4th-6th on site. There is a special education classroom teacher and 2 full time special education paraprofessionals.

English Learner Program: All of Nishimoto's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, and writing. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests help teachers determine what skills need to be taught or reviewed.

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 | 118 |
| Grade 1 | 104 |
| Grade 2 | 101 |
| Grade 3 | 95 |
| Grade 4 | 107 |
| Grade 5 | 107 |
| Grade 6 | 108 |
| Total Enrollment | 740 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.9 |
| American Indian or Alaska Native | 0.7 |
| Hispanic or Latino | 93.9 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 2.8 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 96.5 |
| English Learners | 45 |
| Students with Disabilities | 8 |
| Foster Youth | 0.1 |
| Homeless | 4.2 |

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 Nishimoto Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | 33 | 29 | 30 |
| Without Full Credential | 1 | 2 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Madera Unified School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 859 |
| Without Full Credential | ♦ | ♦ | 74 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Nishimoto Elementary School

| 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.

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

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California 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.

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-1 English Language Arts Benchmark Education Benchmark Advance: Step Up Company to Literacy 2nd-6th English Language Arts McGraw-Hill California Wonders K-1 English Language Development Benchmark Education Benchmark Advance: Step Up Company to Literacy 2nd-6th English Language Development McGraw-Hill California Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Mathematics | 6th Mathematics Big Ideas Learning Big Ideas Math K-1 Mathematics Houghton Mifflin/Harcourt California Math in Focus: Singapore Math 2nd-5th Mathematics McGraw-Hill My Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Science | 6th Science Holt, Rinehart, & Winston Holt California Earth Science K Science Houghton Mifflin Houghton Mifflin California Science 1st-5th Science MacMillan/ McGraw Hill Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| History-Social Science | 1st-3rd History/Social Science Pearson California History-Social Science: myWorld Interactive California History-Social 6th History/Social Science Pearson Science: myWorld Interactive, Ancient Civilizations 4th-5th History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series K History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Nishimoto Elementary was originally constructed in 2005 and is comprised of 30 classrooms, 2 special education classroom, 1 reading/intervention lab, 1 multipurpose room/ cafeteria, 1 library, 1 staff lounge, 2 computer labs, 3 playgrounds, 1 county building, and 1 pre-school classroom.

All of the classrooms are in good repair, as is evidenced by the positive Williams report that Nishimoto receives yearly. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2018.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work. Nishimoto has an excellent school library.

Cleaning Process

The principal works daily with the custodial staff of Nishimoto (three full-time) 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

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. 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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

For the 2017-18 school year the district allocated \$27,059.00 for deferred maintenance program. This represents 0.0062% of the district's general fund budget.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in December 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

| System Inspected | Repair Status | 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 | |
| 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 32 | 33 | 33 | 35 | 50 | 50 |
| Math | 27 | 23 | 23 | 22 | 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 | 19.1 | 26.4 | 6.4 |

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 | 415 | 412 | 99.28 | 32.77 |
| Male | 225 | 225 | 100.00 | 24.44 |
| Female | 190 | 187 | 98.42 | 42.78 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 393 | 391 | 99.49 | 33.50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 394 | 392 | 99.49 | 31.89 |
| English Learners | 251 | 248 | 98.80 | 33.06 |
| Students with Disabilities | 40 | 39 | 97.50 | 5.13 |
| Students Receiving Migrant Education Services | 18 | 18 | 100.00 | 44.44 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 24 | 24 | 100.00 | 0.00 |

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 | 415 | 414 | 99.76 | 23.19 |
| Male | 225 | 225 | 100.00 | 21.78 |
| Female | 190 | 189 | 99.47 | 24.87 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 393 | 392 | 99.75 | 23.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 394 | 393 | 99.75 | 22.14 |
| English Learners | 251 | 250 | 99.60 | 22.00 |
| Students with Disabilities | 40 | 39 | 97.50 | 5.13 |
| Students Receiving Migrant Education Services | 18 | 18 | 100.00 | 38.89 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 24 | 24 | 100.00 | 0.00 |

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)

We have many opportunities for parents to participate in school, and we depend on parents to keep our programs running smoothly. Parents can join our Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), and School Site Council (SSC). All groups work closely with administration. The SSC specifically helps to oversee the financial decision making of the school. Parents of English learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone field trips. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent teacher conferences in October, January, and March. We always need new volunteers! To find out how you can volunteer at our school, please call Erin Falke, Principal, at 559-664-8110.

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

Nishimoto Elementary students are well supervised. The Nishimoto daily schedule has been developed in such a manner that it greatly enhances student supervision and safety. The Nishimoto Leadership Team has developed a supervision schedule that covers all student access areas before, during, and after school. Multiple teachers are assigned to each playground supervision zone before school, during morning recess, and during student dismissal. Site administrators supervise student drop-off and pick-up areas daily, lunch time in the cafeteria, and the playground. Moreover, seven noon-time Supervision Aides have been formally trained in MUSD noon supervision procedures and provide effective cafeteria and lunch recess playground supervision. The Nishimoto teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay.

The goal of our Safe School Plan is to provide all students with educational and personal opportunities in a positive and nurturing environment, which enables them to achieve current and future goals. The School Safety Plan was reviewed, updated, and discussed with school faculty in February 2019. The School Safety Plan was approved by School Site Council in February 2019. Safety of students and staff is a primary concern of Nishimoto Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All revisions were communicated to the 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 three times a school year.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.4 | 1.7 | 1.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 7.5 | 6.6 | 6.5 |
| Expulsions Rate | 0.2 | 0.4 | 0.3 |

| 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* | 740.0 |

* 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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Nurse | .5 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| 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.

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 | 22 | 1 | 4 | | 24 | 1 | 4 | | 24 | | 5 | |
| 1 | 21 | | 5 | | 26 | | 4 | | 21 | 2 | 3 | |
| 2 | 23 | | 5 | | 23 | | 4 | | 25 | | 4 | |
| 3 | 29 | | 4 | | 22 | | 5 | | 24 | | 4 | |
| 4 | 28 | | 4 | | 26 | | 4 | | 26 | | 4 | |
| 5 | 33 | | 1 | 3 | 36 | | | 3 | 35 | | | 3 |
| 6 | 28 | 1 | | 3 | 32 | | 3 | 1 | 29 | 1 | | 3 |
| Other** | | | | | 4 | 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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 3 | 3 |

We dismiss students at 1:10 p.m. every Thursday to allow time for teachers to collaborate, both within and across grade levels. Nishimoto teachers have a significant role in school decision-making. This is fostered by the Professional Learning Community model, which has a strong staff training component based on school goals. Grade-level teams meet periodically with teachers from the grade level above and below for vertical articulation. At the bi-weekly meetings, we discuss student work samples and make adjustments to instruction as needed. Illuminate is data management software that collects and analyzes data to help us assess student progress. We train all teachers on the Illuminate system so that we can make effective use of its capabilities. Grade-level team leaders meet monthly. They communicate the business of these meetings to their team members. In addition, they act as mentors for the new teachers on their teams. The new teachers have been assigned on site mentors. The District provides mentors or coaches for new teachers. We plan to institute a powerful system of professional development with follow-up that will significantly impact the effectiveness of new instructional strategies. Nishimoto's teachers have had training in The Common Core State Standards, Thinking Maps, AERIES grading system, and Response to Intervention (RTI) model, Write from the Beginning, NGSS Science, Illuminate, Standards Deconstruction and Planning, Second Step Behavior, PBIS, integrated and designated ELD, individualized instruction, and direct instruction.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,794 | \$51,374 |
| Mid-Range Teacher Salary | \$72,980 | \$80,151 |
| Highest Teacher Salary | \$93,558 | \$100,143 |
| Average Principal Salary (ES) | \$121,113 | \$126,896 |
| Average Principal Salary (MS) | \$123,871 | \$133,668 |
| Average Principal Salary (HS) | \$128,170 | \$143,746 |
| Superintendent Salary | \$215,000 | \$245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 30% | 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/.

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$1,372 | \$989 | \$383 | \$71,367 |
| District | N/A | N/A | \$5,345 | \$74,582.00 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -173.3 | |
| School Site/ State | | |

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

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 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.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

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.