

Nishimoto Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Nishimoto Elementary
Street	26460 Martin Street
City, State, Zip	Madera, CA 93638
Phone Number	(559) 664-8110
Principal	Erin Falke
Email Address	erinfalke@maderausd.org
School Website	https://www.madera.k12.ca.us/nishimoto
Grade Span	
County-District-School (CDS) Code	20-65243-0109702

2025-26 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

Welcome to the 2025 - 2026 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 20 years. Jessica Martinez is the vice-principal of Nishimoto Elementary. She brings many years of experience in education to Madera Unified. Our goal is to provide a quality educational program that will ensure high levels of learning for all students. The staff has spent time researching and developing a curriculum that will prepare your children to become lifelong learners. . 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. 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 family, we will do whatever it takes to ensure growth, high levels of learning, and success for all students.

School Profile (School Year 2025 - 26)

Nishimoto Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2025 - 26, 731 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 with opportunities such as Mathletics, Science Olympiad, and Battle of the Books.

Special Education Program: Nishimoto is fully invested in achieving high levels of learning for all students. Nishimoto has a full Special Day Class continuum, providing services for students in grades TK - 6. Additionally, we have an RSP teacher to provide special education support to students on an IEP who are in a general education classroom. Those students 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

2025-26 School Description and Mission Statement

on the needs determined in each special education student's Individualized Education Plan (IEP). Nishimoto has four full-time special education teachers and nine full-time special education paraprofessionals to support our students.

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 toward their specific areas of need. The emphasis is on oral language, listening, reading, and writing. Teachers continuously evaluate student learning throughout the year to monitor their progress. By doing so teachers can determine what skills need to be taught or reviewed.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	99
Grade 2	82
Grade 3	108
Grade 4	98
Grade 5	103
Grade 6	96
Total Enrollment	704

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	0.7
Filipino	0.1
Hispanic or Latino	93.6
Two or More Races	1
White	3.1
English Learners	31.3
Foster Youth	1
Homeless	1.7
Migrant	1.7
Socioeconomically Disadvantaged	94.2
Students with Disabilities	10.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.9	84.23	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	1.5	4.48	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.82	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	3	8.45	57.5	5.64	15831.9	5.67
Total Teaching Positions	35.5	100	1019	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.3	78.39	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	2.3	6.62	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.77	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.85	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	3	8.31	73.1	7.08	14303.8	5.15
Total Teaching Positions	36.1	100	1033.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	70.75	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	1.9	5.52	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	9.24	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	3.3	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	4	11.1	68.7	6.56	13705.8	4.91
Total Teaching Positions	36	100	1048.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	3.3
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	3.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	1.3	1.1
Total Out-of-Field Teachers	0.00	1.3	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 23, 2025, and determined through Resolution No.15-2025/26 that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	0.0%
Foreign Language		0%
Health		0%

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

School Facility Conditions and Planned Improvements

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

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 is 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 the 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.

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 2025.

Year and month of the most recent FIT report				August 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	27	32	33	47	48
Mathematics (grades 3-8 and 11)	26	30	20	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	403	98.53	1.47	26.80
Female	211	206	97.63	2.37	23.79
Male	198	197	99.49	0.51	29.95
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	380	376	98.95	1.05	27.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	19.05
English Learners	111	105	94.59	5.41	9.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	383	377	98.43	1.57	25.99
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	39	38	97.44	2.56	2.63

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	410	406	99.02	0.98	30.05
Female	211	207	98.10	1.90	26.09
Male	199	199	100.00	0.00	34.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	381	378	99.21	0.79	30.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	30.00
English Learners	112	110	98.21	1.79	12.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	383	379	98.96	1.04	29.29
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	39	38	97.44	2.56	7.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9.57	11.54	16.34	18.13	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	104	100.00	0.00	11.54
Female	50	50	100.00	0.00	8.00
Male	54	54	100.00	0.00	14.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	94	94	100.00	0.00	10.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	97	100.00	0.00	11.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	96	97	98

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	776	759	194	25.6
Female	395	389	104	26.7
Male	381	370	90	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	720	705	178	25.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	28	28	9	32.1
English Learners	264	259	49	18.9
Foster Youth	18	18	6	33.3
Homeless	25	25	13	52.0
Socioeconomically Disadvantaged	732	716	188	26.3
Students Receiving Migrant Education Services	14	14	3	21.4
Students with Disabilities	94	91	27	29.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.13	0.13	0.64	5.03	3.91	3.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.13	0	0	0.31	0.28	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0.00
Female	0.00	0.00
Male	1.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.57	0.00
English Learners	0.38	0.00
Foster Youth	5.56	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.06	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. In addition, an emergency "Go Bag" is stocked with first aid supplies and an updated list of emergency contact numbers. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held every three months on a rotating basis with other drills. Students are supervised before and after school by certificated staff, classified staff, principal and vice principal. Certificated staff, classified staff, principal and vice principal help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors & volunteers must sign-in in the office and get a visitors or volunteer pass when entering the school campus. We utilize both Raptor and Titan.

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 the school faculty in September 2025. The School Safety Plan was approved by School Site Council in September 2025. The 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 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.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	14	2	0
1	22	1	8	0
2	18	2	8	0
3	20	2	8	0
4	23	3	6	0
5	29	3	0	7
6	31	2	0	7
Other	18	2	0	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	0
1	16	5	0	0
2	21	1	4	0
3	20	1	4	0
4	24	1	2	0
5	19	2	3	0
6	29	1	0	3
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	21	5	
1	21	4	23	
2	18	26		
3	24	2	23	
4	26	6	11	
5	27	6	3	12
6	25	6	18	
Other	51			1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	712

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10201.10	2663.95	7537.14	87639
District	N/A	N/A	11049.71	\$87,670
Percent Difference - School Site and District	N/A	N/A	-37.8	2.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-35.3	-10.9

Fiscal Year 2024-25 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, after-school programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

Use of funds may include any or all of the following: professional development that focuses on meeting the needs of advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors and Advanced Placement courses; transportation and admission for student study trips or competitions.

Title I: Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education and Band. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers, and babysitting. Local Control Funding Formula (LCFF): LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and support for economically disadvantaged students, English Learners, and Foster Youth. Funds may be used to support instruction and professional development, implement state standards, improve school climate, or meet the social/emotional needs of students and related expenses detailed in the SPSA and the District’s supplemental and concentration funding plan (LCAP).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,862	\$62,783
Mid-Range Teacher Salary	\$85,833	\$97,783
Highest Teacher Salary	\$109,939	\$128,020
Average Principal Salary (Elementary)	\$142,696	\$160,224
Average Principal Salary (Middle)	\$145,719	\$166,992
Average Principal Salary (High)	\$153,382	\$180,971
Superintendent Salary	\$266,200	\$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in-class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6