

Nuestro Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Nuestro Elementary School
Street	3934 Broadway Rd.
City, State, Zip	Live Oak, CA 95953
Phone Number	(530) 822-5100
Principal	Dr. Bal Dhillon
Email Address	baldhillon@sutter.k12.ca.us
School Website	www.nuestroschool.org
County-District-School (CDS) Code	51714236053318

2022-23 District Contact Information

District Name	Nuestro Elementary School District
Phone Number	(530) 822-5100
Superintendent	Dr. Bal Dhillon
Email Address	baldhillon@sutter.k12.ca.us
District Website Address	www.nuestroschool.org

2022-23 School Overview

The mission of Nuestro Elementary School is to provide a challenging and supportive environment for all students to maximize their potential as learners, achievers, and productive world citizens. Nuestro Elementary School will provide the following for ALL K-8 students:

1. Rigorous standards-based curriculum in preparation for high school and other advanced educational opportunities
2. An atmosphere that fosters mutual respect, acceptance of diversity, and cooperative, collegial behavior
3. Opportunities to contribute positively to their school and community
4. Curriculum that incorporates the use of technological skills necessary for academic and career success
5. Knowledge and skills necessary to develop and maintain optimal health and physical fitness

Classrooms consist of kindergarten through eighth grade general education. The goal of Nuestro Elementary School has consistently been to increase the number of students who are meeting or exceeding grade level standards by providing high quality instruction and a safe environment.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	25
Grade 2	16
Grade 3	19
Grade 4	22
Grade 5	21
Grade 6	18
Grade 7	23
Grade 8	17
Total Enrollment	185

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.0
Male	47.0
American Indian or Alaska Native	0.0
Asian	4.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.5
White	55.1
English Learners	5.9
Foster Youth	2.2
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	42.2
Students with Disabilities	10.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 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)	9.00	100.00	12.20	41.30	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.20	58.16	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	9.00	100.00	29.60	100.00	274759.10	100.00

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.

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)	8.00	88.89	11.20	38.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.11	1.10	3.82	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	49.73	11953.10	4.28
Unknown	0.00	0.00	2.40	8.38	15831.90	5.67
Total Teaching Positions	9.00	100.00	29.50	100.00	279044.80	100.00

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Nuestro Elementary School District sets a high priority on ensuring that current textbooks and materials are available to support the school's instructional program. On September 14, 2021, the Board of Trustees held a Public Hearing and determined that the District had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. All textbooks at Nuestro School are selected from a State-approved matrix and have been chosen by a committee of teachers, parents, and the administration. Adoptions are reviewed and formally approved by the District Board. Nuestro School uses Wonders as the District adopted ELA/ELD program in grades K-5. Study Sync is the adopted ELA/ELD program for grades 6-8. In an attempt to align our math curriculum with the California Common Core Standards, the District adopted the College Preparatory Mathematics Program (CPM) in 6th-8th grades (adopted July 1, 2013, and Go Math for Grades K-5 (adopted July 1, 2016). The math curriculum utilizes problem-based learning where students explore, discuss, and make sense of mathematical concepts. A sufficient number of textbooks and instructional materials are purchased to ensure that each student, including English Learners, has access to their own copy of the standards-aligned textbook in all the core curricular areas. For grades 7th & 8th, the District has chosen to purchase additional textbooks or e-books to allow students to access a book at home to reduce the amount of weight they are carrying in their backpacks. The Nuestro Elementary School District is continually in the process of upgrading the technology that is available to both students and staff. During the past year a great deal of time and money has been spent to continually upgrade and enhance the computer network to ensure that it continues to meet the needs of the education program. During the 2021-2022 school year the District maintained contracts for the following programs or services:

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders 2016 McGraw-Hill California StudySync 2017 Addementum 2021	Yes	0
Mathematics	Core Connections CPM 2013 Houghton-Mifflin-Harcourt California Go Math! 2016	Yes	0
Science	McGraw-Hill School Education Reading Wonders 2016 Glencoe Focus on Earth - 2006 - 07 Glencoe Science Voyages/Life Science - 2006 - 07 Glencoe FOSS/Life Science 2006 -07 Elevate Science by SAVVAS (piloting) Teacher Resource Materials	Yes	0
History-Social Science	McGraw-Hill Reading Wonders 2016 Houghton Mifflin California Adopted - 2006-07 Glencoe Ancient Civilization - 2006 - 07 Glencoe Medieval & Early Modern Times - 2006 - 07 Glencoe American Journey - 2006 - 07 Teacher Resource Materials	Yes	0
Health	Teacher Resource materials	Yes	0

School Facility Conditions and Planned Improvements

Our facilities are safe, clean, and support learning. Our grounds are clean, and facilities are in good repair. We are focusing on preventive maintenance and repair of items that are nearing the end of service; such as roofing, trim, siding, HVAC systems, equipment, and carpet.

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Nuestro Elementary School has a facilities & grounds staff size of approximately 1.375 FTE (one full-time person during the day and one 3-hour person in the evening). The school is cleaned, mopped, vacuumed, and dusted on a daily basis; sanitizing is scheduled. Grounds are also maintained using a scheduled routine.

Year and month of the most recent FIT report

October 11, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Major HVAC replacement and upgrade will take place during the 20220-2023 school year.
Interior: Interior Surfaces	X			Boys' and girls' bathrooms need to be retiled and often the roof leaks. This issue will be taken care of during the 2022-2023 school year. Over the past year carpet has been replaced in several of the classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The custodial staff at Nuestro does a good job of keeping all classrooms and interior surfaces clean. All interior classrooms, bathrooms, offices, and the M.P. Buildings are cleaned daily.
Electrical	X			Electrical systems are in good condition. Nuestro did the rewiring for the new technology
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		At Nuestro we are in process of remodeling our students/employee's bathroom to modernize the facilities during the 2022-2023 school year.
Safety: Fire Safety, Hazardous Materials	X			We updated our Fire Alarms in all the classroom and the gym.
Structural: Structural Damage, Roofs		X		We had couple of our classrooms and gym leaking so repairs were made to the classrooms and the gym.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground will be redone with new portables in the near future.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	31	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	112	104	92.86	7.14	50.57
Female	68	64	94.12	5.88	43.86
Male	44	40	90.91	9.09	63.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	30	30	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	18	14	77.78	22.22	57.14
White	56	52	92.86	7.14	46.34
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	48	94.12	5.88	42.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	11	91.67	8.33	20.00

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	112	102	91.07	8.93	25.49
Female	68	63	92.65	7.35	20.63
Male	44	39	88.64	11.36	33.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	30	30	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	18	14	77.78	22.22	42.86
White	56	50	89.29	10.71	20.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	47	92.16	7.84	17.02
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	11	91.67	8.33	9.09

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	26.47	20	26.47	20	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	35	97.22	2.78	20
Female	26	25	96.15	3.85	16
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100	0	22.22
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	100%	91%	100%	100%	100%
Grade 7	92%	75%	95%	83%	96%

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.

2022-23 Opportunities for Parental Involvement

Parent involvement is essential for a school to be successful. It is important that parents are not only regularly informed of the school's educational program, but are also given numerous opportunities to become actively involved in their child's education. Education research clearly demonstrates that parents represent an important influence in helping their child achieve high academic standards. When schools collaborate with parents to help their child learn and when parents participate in school activities and decision making about their child's education, children achieve at higher levels. Parent involvement is one of the key ingredients to the academic success of Nuestro School.

Nuestro Parents are encouraged to become involved in their child's education in the following ways:

- * Serve as a member of the School Site Council (SSC).
 - * Volunteer in classrooms.
 - * Become active in the Nuestro School PTO.
 - * Attend parent teacher conferences.
 - * Attend school functions and performances, including Awards Assemblies.
 - * Visit your child's classroom a regular basis.
 - * Provide a quiet, well-lit location for student study.
 - * Monitor student's completion of homework assignments.
- Complete yearly parent survey.

For more information on how to become involved, please contact Dr. Bal Dhillon, Superintendent, Principal, at (530)822-5100 or baldhillon@sutter.k12.ca.us

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	201	193	78	40.4
Female	108	103	44	42.7
Male	93	90	34	37.8
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	5	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	56	51	21	41.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	27	9	33.3
White	106	103	43	41.7
English Learners	11	11	8	72.7
Foster Youth	4	4	2	50.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	93	87	43	49.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	9	33.3

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.49	5.47	0.12	1.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.47	0.00
Female	4.63	0.00
Male	6.45	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	5.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	6.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.70	0.00

2022-23 School Safety Plan

Nuestro School takes a great deal of pride in the fact that we provide students with a safe and organized environment in which to learn and play. Nothing is more important to us than providing students with a safe physical environment, coupled with a school climate that is free of violence, intimidation, fear, and shaming.

Because school safety is such a high priority, we are constantly in a state of evaluating and critiquing our safety procedures and policies. We regularly conduct safety inspections of the site and playground and make corrections as needed. The School Safety Plan is updated at the beginning of each school year and is reviewed with staff. The last update review was in August 2022. Emergency Response Binders are located in all classrooms for immediate use during an emergency. These binders have copies of all the necessary forms and directions to utilize in an emergency situation.

The district strict recognizes that an effective communication network is an important aspect of student safety. Nuestro Elementary School has a schoolwide telephone system to facilitate communication and increase student and staff safety. In addition, wireless radios allow instant Communication between yard duty supervisors, custodian, office staff, and administration. In an effort to further enhance safety and the maintenance of student information, a student management software program is networked throughout the school and is utilized by both the office and teaching staff. This software program enables the staff to quickly retrieve student information in case of an emergency. The district also utilizes the service of an internet-based communication system that can access the school's database and automatically call all the listed emergency phone numbers with a prerecorded message in a very short period of time. This system is regularly used for general information messages as well.

Fire, earthquake, and disaster drills are conducted monthly throughout the school year. Exit maps are developed and clearly posted in all classrooms. When students are on the playground, adequate adult supervision is always provided. All playground supervisors have received training in CPR, first aid, school safety, and playground discipline. This team is continually watching children to ensure that they are conducting themselves in a safe and responsible manner. All employees at Nuestro School monitor those who enter and exit the school site. In an effort to limit access to the school site during the school day, all gates are locked after the start of the school day. The only exception is the front door to the school office. All visitors are required to check in at the main office upon entering the campus. Visitors are given badges that must be work at all times while they are on the school site.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	12	2		
1	19	1		
2	24		1	
3	23		1	
4	23		1	
5	23		1	
6	16	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24		1	
1	20	1		
2	16	1		
3	24		1	
4	21		1	
5	19	1		
6	25		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	13	1	1	
1	25		1	
2	16	1		
3	19	1		
4	22		1	
5	21		1	
6	18	1		

2021-22 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	0

2021-22 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$10,177.66	\$2,309.00	\$7,868.66	\$60,408.45
District	N/A	N/A	\$7,868.66	\$56,746
Percent Difference - School Site and District	N/A	N/A	0.0	6.3
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	17.6	-20.3

2021-22 Types of Services Funded

Revenue for the Nuestro Elementary School District came from four different areas during the 2021-2022 fiscal year: LCFF, The State of California, the Federal Government and Local Sources. While the vast majority of school funding came from the LCFF, Nuestro Elementary School also depended upon funds received from the state and federal government to help support programs and services that were earmarked for special purposes or categories of students. The "categorical" dollars were restrictive in nature and could only be utilized for the purpose for which they were given. Both state and federal categorical dollars funded additional programs for specific populations of students, child nutrition, instructional materials, professional development, technology improvements. Nuestro received one-time funding for Distance Learning and Covid Protocols. These came to us in the form of state and federal funds. These onetime funds were utilized to support in part the following programs during the 2021-2022 school year.

- * Reading Intervention Coach
- * Staff Development
- * Classroom Aides
- * Books and Supplies
- * PPE, Cleaning Supplies, Fogger Machines for Disinfecting playground equipment
- * Chromebooks

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,557	\$46,844
Mid-Range Teacher Salary	\$60,783	\$73,398
Highest Teacher Salary	\$77,655	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$144,475	\$136,296
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Providing the instructional staff with professional development opportunities is a high priority for the Nuestro Elementary School District. The District provides staff development through a variety of venues and use a combination of State and Federal funds intended to provide support for professional development activities to improve the quality of the instructional program.

Sutter County Superintendent of Schools (SCSOS) has partnered with Single School Districts to help support staff development. Staff from SCSOS has provided support in science, Accelerated Learning, and Social Emotional Learning. Wednesday afternoons have been set aside for teacher collaboration days. Wednesday afternoons are used to analyze data discuss student progress and continue to work on RTI strategies.

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During the school year teachers have access to conferences, college classes, in-service activities, and observation to provide them with opportunities to grow professionally.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	12	13