

Nuestro Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	www.nuestroschool.org
County-District-School (CDS) Code	51714236053318

Entity	Contact Information
District Name	NUESTRO ELEMENTARY SCHOOL DISTRICT
Phone Number	(530) 822-5100
Superintendent	Dr. Bal Dhillon
Email Address	baldhillon@sutter.k12.ca.us
Website	www.nuestroschool.org

School Description and Mission Statement (School Year 2019-20)

Nuestro Elementary School is a small, somewhat old-fashioned, school nestled in a local farming community at the base of the Sutter Buttes. All members of the Nuestro family focus on the well-being and success of our children, and our goal is that every child receives the foundation they need to live successful, joyful lives! We are proud to offer a safe, family-focused atmosphere supporting our students' character development as they acquire a top-notch education. To leverage best practices, we include the use of modern technology for learning and to support a targeted intervention approach where each student receives tailored instruction to meet his or her individual needs. This approach allows advanced students to extend their learning as well. In addition to our strong academic program, we offer social/emotional support highlighted by ongoing support groups. When school dismisses, we provide an after-school program with homework help for students needing a safe place to stay until their parents can be with them.

Statement

The school environment is one in which all students are able to grow and succeed in a safe community atmosphere. Parents are important partners in their children's education, and we encourage parental involvement in a variety of ways. We all work to support our students and expect the very best.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	19
Grade 1	22
Grade 2	23
Grade 3	21
Grade 4	18
Grade 5	15
Grade 6	15
Grade 7	22
Grade 8	15
Total Enrollment	170

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	9.4
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.6
White	54.7
Two or More Races	11.2
Socioeconomically Disadvantaged	48.2
English Learners	4.7
Students with Disabilities	9.4
Foster Youth	2.4
Homeless	2.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	9	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September, 2019

The Nuestro Elementary School District Governing Board set a high priority on providing quality curriculum and sufficient textbooks for every instructional program. We are making significant strides toward becoming a state-of-the-art school with a full complement of technology resources available to supplement traditional coursework. We have achieved a 1 to 1 ratio of computers to students and purchased instructional materials to deliver targeted and individualized learning for all students. Each pupil has access to his or her own copy of the standards-aligned textbooks for use in class and at home.

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	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 Amplify Science - 2019 (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 (Most Recent Year)

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.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gym door mechanism being replaced for leaking, January, 2020.
Interior: Interior Surfaces	Fair	The two exterior restrooms in the main building were missing some floor tiles. Work to update these restrooms is being planned.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	PBIS Safety signs installed all over school grounds Fall, 2019. Kitchen anti-slip mat installed Fall, 2019.
Structural: Structural Damage, Roofs	Good	Roof on main building repaired in December, 2019. Shop re-roofed Summer, 2019.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground cracks sealed December, 2019. Trees cut and trimmed November, 2019. Safety grinding to front of school done Fall, 2019. Parking Barriers installed Summer, 2019.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	61	72	61	50	50
Mathematics (grades 3-8 and 11)	57	48	57	48	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	105	96.33	3.67	60.95
Male	54	53	98.15	1.85	56.60
Female	55	52	94.55	5.45	65.38
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Filipino					
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	66.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	9	75.00	25.00	77.78
Socioeconomically Disadvantaged	56	52	92.86	7.14	55.77
English Learners	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	61.54
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	105	96.33	3.67	47.62
Male	54	53	98.15	1.85	50.94
Female	55	52	94.55	5.45	44.23
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	61.54
Filipino					
Hispanic or Latino	25	25	100.00	0.00	32.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	51.79
Two or More Races	12	9	75.00	25.00	33.33
Socioeconomically Disadvantaged	56	52	92.86	7.14	42.31
English Learners	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	38.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	37.5	18.8
7	20.0	30.0	25.0

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are highly encouraged to be involved at Nuestro. Opportunities for involvement include participating in planning and input gathering workshops, volunteering at the school, serving on the site council or advisory committee, attending board meetings, and joining the school's Parent Teacher Organization (PTO). Our PTO is very active and supports our school in many ways, such as hosting events; purchasing equipment, books, and supplies for classrooms; raising money for field-trips; and sending students to the Shady Creek outdoor education experience. Please call the school office at 530-822-5100 if you would like more information about how you can become involved at Nuestro.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	0.6	0.0	1.3	0.6	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

To safeguard the well-being of the students and staff, a Comprehensive School Site Safety Plan and Handbook has been developed and is updated regularly. Some key elements are: incident command structure, emergency procedures/action plans for specific incidents, quick-reference emergency procedures table, and an evacuation diagram.

A committee is actively engaged in keeping our plan current. The safety plan was last reviewed by the Governing Board on Sept. 17, 2019 and was last discussed with faculty during the week of Sept. 23, 2019. However, specific elements of the plan have been discussed throughout the school year. Safety drills, including fire drills and earthquake/disaster drills, are also regularly conducted at the school. As part of our safety plan, all visitors must sign in at the office and wear an identification tag. The school is fenced and cameras are active 24 hours per day, seven days a week. To ensure incidents are effectively communicated, we also have an emergency tie-in with the Sutter County Superintendent's Office and an automatic dialing system that can alert parents within minutes.

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.

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	11	2			21		1		10	2		
1	19	1			18	1			22		1	
2	18	1			23		1		22		1	
3	14	1			19	1			21		1	
4	16	1			15	1			18	1		
5	17	1			14	1			15	1		
6	15	1			22		1		16	1		
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.10
Social Worker	
Speech/Language/Hearing Specialist	.10
Resource Specialist (non-teaching)	.50
Other	.40

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,450	\$2,625	\$8,825	\$58,165

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$9,684	\$58,165
Percent Difference - School Site and District	N/A	N/A	-9.3	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	16.1	-11.0

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 (Fiscal Year 2018-19)

Nuestro Elementary School has been very successful in meeting the state's expectations regarding its priorities for social, behavior, and academic outcomes. Therefore, we have not been identified as needing differentiated support. As part of our successful program, we offer individualized learning support software, tutoring, after school care with homework assistance, instructional aides, and special education programs to support and assist students. Based on our needs survey that included feedback from parents, students, and staff, we are improving our multi-tiered systems of support. We are currently implementing elements of Positive Behavior Intervention and Support (PBIS).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,566	\$45,252
Mid-Range Teacher Salary	\$55,660	\$65,210
Highest Teacher Salary	\$68,266	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$132,074	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	9

We see professional development as one key to the continued success of our staff and students. Staff are highly involved in identifying areas of professional development. Minimum days are set aside for professional development and collaboration. Teachers, classified staff, and administration participate in off site workshops, seminars, and conferences. The school also participates in county-wide trainings where our teachers collaborate with teachers from other small school districts to improve our instructional practices. All teachers are offered opportunities for academic coaching support, and teachers who are new to the profession are supported through the Tri-County Induction Program (formerly BTSA). During the 2018-19 school year, we focused on improving instructional practices while offering coaching and requested training for staff members. Areas of focus selected through this process for the 2018-19 school year were using I-Ready curriculum, multi-tiered systems of support, Positive Behavior and Intervention Support, and PBIS for discipline and classroom management. In the 2019-20 year, we are continuing professional development in these areas while offering coaching and support for individual staff members.