Nuestro Elementary School
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	Nuestro Elementary School
Street	3934 Broadway Rd.
City, State, Zip	Live Oak, CA 95953
Phone Number	(530) 822-5100
Principal	Dr. Karen Villalobos
Email Address	karenv@sutter.k12.ca.us
School Website	www.nuestroschool.org
Grade Span	K-8
County-District-School (CDS) Code	51714236053318

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 TK-8th grade 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 TK 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	24
Grade 2	16
Grade 3	23
Grade 4	20
Grade 5	16
Grade 6	13
Grade 7	14
Grade 8	19
Total Enrollment	170

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	19.4
Hispanic or Latino	28.8
Two or More Races	10
White	41.2
English Learners	8.8
Homeless	1.8
Socioeconomically Disadvantaged	55.9
Students with Disabilities	8.8

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)	8	88.89	11.2	38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	11.11	1.1	3.82	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	14.7	49.73	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.4	8.38	15831.9	5.67
Total Teaching Positions	9	100	29.5	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)	6	66.67	9.6	30.39	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.2	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	22.22	2.1	6.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	11.11	19.7	62.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	9	100	31.7	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)	8	88.89	10.3	30.91	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	11.11	1	3	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	20.5	61.51	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.5	4.59	13705.8	4.91
Total Teaching Positions	9	100	33.3	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	1.00	2	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	1

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	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

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	12.5
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

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 9, 2025, 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.

Year and month in which the data were collected	9/2025

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	McGraw-Hill Reading Wonders 2016 McGraw-Hill California StudySync 2017 Edmentum 2021	0
Mathematics	Core Connections CPM 2013 Houghton-Mifflin-Harcourt California Go Math! 2016	0
Science	IQuest (2022) Elevate Science by SAVVAS (2022) Teacher Resource Materials	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	0

| Foreign Language | DUOLingo | 0 |
| Health | Teacher Resource materials | 0 |

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

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. The school will have a TK Building and Modernization Project Summer 2026.
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	September 10. 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		Exterior boys & girls bathrooms need retiling.
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.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roofs continue to be repaired as leaks appear in 4th and 5th grade portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground will be redone with the new portables in the near future.

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)	33	36	53	49	47	48
Mathematics (grades 3-8 and 11)	29	30	41	35	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	108	107	99.07	0.93	35.51
Female	52	52	100.00	0.00	38.46
Male	56	55	98.21	1.79	32.73
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	63.64
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	25.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	44.44
White	44	43	97.73	2.27	32.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	1.69	25.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

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	108	107	99.07	0.93	29.91
Female	52	52	100.00	0.00	19.23
Male	56	55	98.21	1.79	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	36.36
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	11.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	38.89
White	44	43	97.73	2.27	39.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	1.69	17.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

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)	23.81	25.71	23.81	25.71	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	35	35	100.00	0.00	25.71
Female	16	16	100.00	0.00	12.50
Male	19	19	100.00	0.00	36.84
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	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	11.76
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.

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	100%	100%	100%	100%	100%
Grade 7	73%	73%	73%	73%	73%

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

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. Karen Villalobos, Superintendent, Principal, at (530) 822-5100 or karenv@sutter.k12.ca.us

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	186	179	19	10.6
Female	90	85	8	9.4
Male	96	94	11	11.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	2	5.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	11	22.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	18	1	5.6
White	77	74	5	6.8
English Learners	17	15	4	26.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	96	93	13	14.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	23	5	21.7

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
1.52	0	0.54	0.35	0	0.11	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	0	0	0	0	0	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	0.54	0.00
Female	1.11	0.00
Male	0.00	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	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

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 October 2025. 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 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 worn 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.

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	12	2	0	0
1	24	0	1	0
2	24	0	1	0
3	17	1	0	0
4	16	1	0	0
5	19	1	0	0
6	22	0	1	0
Other	0	0	0	0

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	22	0	1	0
1	18	1	0	0
2	25	0	1	0
3	21	0	1	0
4	16	1	0	0
5	15	1	0	0
6	18	1	0	0
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	16	1		
1	24		1	
2	16	1		
3	23		1	
4	20	1		
5	16	1		
6	13	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	0

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)	.60
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.44
Psychologist	.20
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.10
Resource Specialist (non-teaching)	.40
Other	0

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	$9,706.98	$4,042.48	$13,749.46	$62,241.84
District	N/A	N/A	$7,868.66	$73,889
Percent Difference - School Site and District	N/A	N/A	54.4	-17.1
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	20.9	-31.2

Fiscal Year 2024-25 Types of Services Funded

Revenue for the Nuestro Elementary School District came from four different areas during the 2024-2025 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.

* Reading/ Math Intervention
* Staff Development
* Classroom Aides
* Books and Supplies
* PE aide

Fiscal Year 2024-25 Types of Services Funded

* Chromebooks

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	$57,227	$55,248
Mid-Range Teacher Salary	$79,216	$80,746
Highest Teacher Salary	$103,358	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$172,870	$155,954
Percent of Budget for Teacher Salaries	26.66%	25.26%
Percent of Budget for Administrative Salaries	7.14%	6.12%

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 a aside for teacher collaboration days. Wednesday afternoons are used to analyze data discuss student progress and continue to work on RTI strategies.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	13	17