

**Nestor Language Academy
Charter School
Middle School Handbook
2025-2026**



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Hello Nestor Parents and Guardians,

We are excited to welcome all new and returning students and families to the 2025-2026 school year at Nestor. We look forward to building a strong and productive partnership with you to help every child reach their full potential and grow into successful, responsible citizens.

We believe that student success is a shared responsibility between home and school. Your involvement makes a meaningful difference in your child's education, and we are committed to working closely with you every step of the way.

This year, we continue our mission to develop lifelong readers, writers, mathematicians, and bilingualism and biliteracy through our dual immersion program. A key focus remains ensuring all students are reading at grade level by third grade. To support this, we will continue implementing dual immersion principles and the workshop model for reading and writing across all grade levels. With the support of district staff, professional development, and literacy consultants, we are dedicating our resources to make this goal a reality.

We are also deeply committed to nurturing the whole child. Alongside academic excellence, students will benefit from physical education, health, art, technology, social emotional learning and positive behavior support—all with an emphasis on 21st-century skills.

To further support student growth, we will provide coaching and feedback to teachers and staff on a continuous basis. The Assistant Principal and I will be actively present in classrooms and around campus, offering guidance and support as we continue to grow together as educators.

We're looking forward to a fantastic year ahead—thank you for being a vital part of our school community!

Respectfully,

A handwritten signature in blue ink, appearing to read 'Jaime Gonzalez', with a stylized flourish at the end.

Jaime Gonzalez

Principal

LANGUAGE ACADEMY PROGRAM – TWO-WAY BILINGUAL IMMERSION

The Two-Way Immersion 90/10 Program at Nestor is a language-oriented program designed to build fluency in both Spanish and English. Our program began at Nestor in 1996 and has since expanded to a school-wide Kindergarten through eighth-grade program. Native Spanish and English-speaking children have an opportunity to develop their listening, speaking, reading, and writing skills in both languages.

In the Two-Way Immersion Program, Spanish is used as the language of instruction in the primary years. English is introduced gradually into the curriculum. All students will receive a high-quality instructional program centered on academic success with the Spanish Language.

Grade Level	Spanish	English
Seventh & Eighth Grade	50%	50%

Studies indicate that the 90/10 model is one of the most successful programs in teaching a second language. This program offers a unique opportunity for English-speaking students to become bilingual and bi-literate in both English and Spanish. English-speaking students acquire Spanish without risk to their academic achievement and English proficiency. Spanish-speaking students acquire English while maintaining their primary language, thereby allowing for higher levels of English language achievement. As part of our program, it is also our goal to develop multicultural perspectives among students by celebrating cultures from around the world. Students will learn about customs and traditions from various cultures as they go through the grade levels.

ACADEMIC HONESTY POLICY:

It is expected that students will complete their own work. To take credit for work that belongs to someone else is not acceptable behavior. Plagiarism is the copying of another's work or material from another source (i.e. internet or published) and taking personal credit for it. Cheating is taking an exam or quiz in a dishonest manner (i.e., having the answers).

Use of Artificial Intelligence (AI) Tools

Students are prohibited from using artificial intelligence (AI) tools or software to complete or assist with academic assignments. All submitted work must reflect the student's own understanding and effort. Violations may be considered academic dishonesty and subject to disciplinary action.

Participating in plagiarism and/or cheating is not acceptable and causes the student's credibility to be questioned. The following consequences will be executed upon a student who engages in plagiarism and/or cheating:

- First offense – all of the following:
 - A grade of “0” on the assignment
 - Parent notification by teacher
 - Referral and entry into student record

- On subsequent offenses – all of the following:
 - A grade of “0” on the assignment with no make-up opportunity
 - Referral to an Administrator with disciplinary action, which may include alternate means of correction.
 - Parent, student, teacher, and Administrator Conference
 - Failing grade in citizenship

Note: Both the student receiving the material/test answers and the student providing the information are equally guilty and subject to equal consequences.

AFTER SCHOOL EVENTS:

Several events may take place during the school year. When events are held after school hours, students must arrive within 15 minutes after the doors open and remain for the entire event.

ANIMALS:

No animals are allowed on school campus other than service dogs and/or for instructional purposes with prior permission from parents. Parents can alert the teacher and office in advance of any possible allergies.

ANNUAL NOTIFICATIONS:

State law requires that parents, guardians, and students receive annual notifications regarding their rights and responsibilities pertaining to their child's education. Notifications include board policies, special education information, immunization requirements, attendance guidelines, health insurance options, complaint procedures, and more. (Ed Code 48981)

ASB DANCES:

The ASB may sponsor dance events. A signed permission slip and a student ID card must be presented to purchase a dance ticket. Students attending the dance agree to abide by all school rules and follow the directions of dance chaperones. ONLY Nestor students in good

standing (not on the non-privileged list) may purchase tickets and attend dances. The student ID must be presented at the door to enter the dance.

- **Transportation:** It is important that students make transportation arrangements prior to the dance. Parents are to pick up students in the front of the school no later than 15 minutes after the dance or they will not be allowed to attend the next dance.

ATHLETICS:

Nestor Language Academy offers several sports throughout the school year (pending league availability). Athletes should maintain passing grades and not be on the Non-Eligible List to be eligible for sports.

- Students who do not maintain adequate grades will be referred to the Sports Committee to determine if they can continue playing.
- Students who continually demonstrate inappropriate behavior will not be eligible to participate in sports. Inappropriate behavior includes (but is not limited to):
 - Bullying
 - Breaking school rules
 - Disrespecting others
 - Vandalism
 - Fighting
 - Cyberbullying

ATTENDANCE:

A child may be absent from school for various reasons (illness, doctor visit, dentist visit, or religious holiday). If a child is ill, they, of course, should stay home. However, if your child stays home for any reason, he/she loses valuable learning time. Homework assignments missed due to absences must be made up.

Please contact the Attendance Secretary at least one week in advance for an **Independent Study Contract**. An Independent Study Contract provides the opportunity for your child to be provided with work to be completed and excuse the absences. To obtain one you must let the office know at least one week ahead of time. The contract describes work to be completed and it is the responsibility of the parent to see that the work is done. A study contract does require time to prepare and advance notice is required. Without advance notice, a request may be denied, and the absences will be reported as unexcused.

Tardiness to school also affects your child's education. When a child is late, s/he misses opening instruction and interrupts the entire class upon arrival. Students are late if they are not in the classroom at 8:00 a.m. Tardies are when a student is late for 30 minutes or more. The only excused tardy is for a doctor, dentist visit, or a court appointment. Classroom teachers take attendance in the first 10 minutes of instruction and are able to mark a student

late. After 8:10 a.m., students are required to go to the office for a late slip and will not be admitted to their classroom without one.

Students are required by law to be at school. If children are habitually absent, late, tardy, or picked up early from school (early release) they miss instruction that is critical to their school success; and parents will be held responsible. Actions ranging from a parent reminder letter, notification to the local truant officer, and/or Student Attendance Review Committee (SARC) are mandated by law. Please note that absences, lates, tardies, and early releases all affect a child's perfect attendance recognition. (BP 5113)

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Absence from School

1. *When your child is absent, please call the Nestor office at (619) 628-0900. If you forget to call, please send a note stating the reason for the absence when your child returns.*
2. *If we have not received a call by 10:00 a.m., you will receive an automated reminder call asking you to call the office with the reason for absence. Please note that even if you do call by 10:00 a.m. you may sometimes receive a call if there is a delay in the automated system retrieving the information.*
3. *Be sure to report any communicable diseases (ex: pink eye, chicken pox, etc.) to our office. If you are not sure about keeping your child at home, please call the office to ask.*
4. *For early release an adult listed on the emergency card must come to the office to sign the early release log before the child may leave school. **Identification is required at all times.** Please note that this policy is for the safety of ALL children, not to make early release more difficult. Sending a note in the morning will help facilitate a faster checkout when you come to the office.*

5. Please note that early pick-up is discouraged unless going home from school due to illness or injury, or for a doctor or dentist appointment.
6. All absences, tardies, and early releases must be reported to the school office, with reasons and applicable doctor's notes, within 5 business days in order to be excused. All unverified information will change to unexcused (truant) after five days, and due to auditing requirements with the State of California, cannot be changed.
7. SBUSD uses the Attention2Attendance system to track attendance and distribute letters related to absences, excessive excused absences, trancies, and chronic absenteeism. Chronic absenteeism is defined as 10% of the days enrolled in school. This information is reported to the California Department of Education and will be included in the District and each school's Accountability Dashboard.
8. In accordance with law and administrative regulation, habitual truants may be referred to a *School Attendance Review Board (SARB)*.

Illness

If a child has a fever or is displaying other symptoms of illness, the parent, or person listed by the parent on the emergency card will be notified to pick up the child. Students should have a **normal temperature for 24 hours before returning to school**. School personnel are not permitted to administer treatment or to diagnose. In the event of an injury, the same procedure will be followed. Calls home will be made for all head injuries in addition to paperwork describing the incident and symptoms to watch for. Please note that in most minor cases, students are returned to class to ensure that minimal instructional time is lost.

When to Keep Your Child Home from School or Child Care

Below are suggestions for when to keep your child home when they are not feeling well. Contact a health care provider if your child needs medical care. A doctor's note is generally not required to return to school or child care. For more information, please visit the [CDPH guidance page](#).



Symptom of Illness	When should my child stay home and when can they return?
 <p>Overall, not feeling well</p>	<p>STAY HOME IF any new illness or symptom prevents a child from participating meaningfully in routine activities.</p>
 <p>Fever</p>	<p>STAY HOME IF a fever is of 100.4°F (38°C) or higher.</p> <p>RETURN WHEN fever went away over the night and is gone in the morning without the use of medications such as Tylenol®, Advil®, or Motrin® (acetaminophen or ibuprofen).</p>
 <p>Vomiting</p>	<p>STAY HOME IF vomiting has occurred 2 or more times in 24 hours.</p> <p>RETURN WHEN vomiting has ended overnight, and your child is able to hold down liquids and food. Recommend frequent handwashing.</p>
 <p>Diarrhea</p>	<p>STAY HOME IF your child's stool is likely to leak from the diaper, or if they are unlikely to make it to the toilet in time (if potty trained). If the stool looks bloody or black, seek medical attention.</p> <p>RETURN WHEN improving. Recommend frequent hand washing.</p>



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When to Keep Your Child Home from School or Child Care

Symptom of Illness	When should my child stay home and when can they return?
 <p>Sore throat</p>	<p>OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION for difficulty breathing or swallowing, or continuous drooling.</p> <p>RETURN WHEN IMPROVING. If an antibiotic is prescribed, take the first dose at least 12 hours before returning.</p>
 <p>Cold symptoms, such as cough, stuffy/runny nose, sneeze</p>	<p>OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION for severe symptoms, including a bad cough, difficulty breathing or trouble catching their breath, or wheezing when not controlled by medication (like albuterol).</p> <p>RETURN WHEN IMPROVING. If your child will need medication after returning, contact the site to let them know.</p>
 <p>Ear or eye irritation, including pink eye</p>	<p>OK TO ATTEND WITH MILD SYMPTOMS. Recommend frequent handwashing.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION for difficulty seeing or hearing, an eye injury, or pain they cannot tolerate.</p>
 <p>Rash</p>	<p>OK TO ATTEND WITH MILD SYMPTOMS.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION if rash is worsening, causing pain, has blisters, or is not healing.</p> <p>RETURN WHEN IMPROVING or as guided by health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies, and pinworms, your child may return as soon as they start appropriate treatment.</p>



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BACKPACKS/BINDERS/CHROMEBOOKS:

Backpacks, binders, and Chromebooks are essential tools for school and must be free from graffiti or decorations that could be distracting in the classroom. Chromebooks must be charged at home daily.

CELEBRATIONS:

High-performing schools maximize instructional time and because instructional time is so critical to the academic achievement of our students, birthday celebrations are not allowed during the school day. If you wish for your child's birthday to be recognized at school, we can accommodate you by taking the last 5 minutes of the day to recognize your child. Due to health concerns, food allergies, and medical conditions related to food, we are asking that if you wish to celebrate your child's birthday at school we encourage you to provide a small, **NON FOOD ITEM** of your choice. If you would like to send a snack to be passed out at the end of the day, this can be accommodated, however, all food or treats brought to share must be store-bought and arrive in sealed containers and **MUST** meet the student wellness policy and the SB12 Healthy Snack List. Please see the examples below.

Examples of Permitted Foods: Bottled water, 100% fruit juice, baked chips, fresh fruits and vegetables, pretzels, and graham crackers.

Examples of Food NOT Permitted: **Soda, candy, cupcakes, hot/spicy chips, cakes, doughnuts, chewing gum, sugary treats, or caffeinated drinks.**

CELL PHONES, SMART WATCHES,CAMERAS AND EAR BUDS:

We realize that some circumstances (i.e. after school activities) necessitate that students have cell phones in their backpacks. Please be aware of the following district guidelines regarding cell phones at school:

- Cell phones & smart watches & **must remain in backpacks** while on campus and/or on the school bus.
- Students will **not be permitted to make calls** or texts on their cell phones or smart watches while **at school**.
- Cell phones **must remain off** while in students' backpacks.
- If cell phones or smart watches are **found out of the backpacks**, they will be taken away from students and brought to the office.
- The **camera feature** on a cell phone is **not to be used on campus or school buses at any time**.
- Cameras should not be brought to school.
- **Ear Buds are not allowed at school.**

First Offense-Students will receive a Tier 1 Intervention form and will be able to pick up their cell phone in the office after school.

Second Offense-Students will receive a Tier 1 Intervention form and parents will need to come to the office to retrieve the cell phone.

Third Offense -Cell phone privileges on campus will be revoked.

The school is **NOT RESPONSIBLE** for cell phones or other electronic devices that are lost, damaged, or stolen. (BP 5131a)

CIVIL RIGHTS:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov.

COMMUNICATION WITH ADMINISTRATION:

If you wish to speak to the Principal or Assistant Principal, you may leave a note with one of the office staff, email, or leave them a voicemail. Administration will make every attempt to respond as soon as possible, but please allow 24-48 hours to receive a response. If you would like to address or discuss any questions and/or concerns that involve a staff member, we do ask that you try to resolve any issues directly first. Any concerns regarding other parents should go directly to the administrator and not be handled on your own. In addition, parents should not address their concerns directly with other students.

DRESS CODE:

All students are encouraged to dress in a manner that is appropriate, comfortable, and conducive to an active academic school day. The school dress and appearance policy applies

to all students equally regardless of gender. This will be enforced consistently while on school campuses and at school-sponsored functions. The following dress code applies at all times.

- Students should be neat and clean for school.
- Cropped tops showing midriffs, low-cut blouses, short shorts, see-through fishnet material, oversized tank tops, spaghetti straps/strapless dress or beachwear is prohibited. Undergarments may not be visible.
- Shirts must have shoulder straps at least two fingers in width.
- Pants must be properly worn or belted at the waist at all times.
- Shorts and skirts should be as long as a student's arms and open hands when resting at the side.
- Clothing with graphics (drawings, pictures, sayings) referencing alcohol, drugs, or sex is not allowed.
- No dangling earrings or ear spikes are permitted. These can be accidentally pulled during physical activities and cause injury to the ear.
- No temporary body tattoos are permitted. Please make sure that these are washed off before coming to school.
- Students must wear closed-toed shoes that are safe for daily physical education activities. (**Flip-flops, slippers, open-back shoes, open toe shoes, and roller shoes are not permitted.**)
- Clothing that suggests affiliation or participation with gangs is not permitted.
- Pajamas are not permitted unless it's a school spirit day.
- Any clothing, hairstyle, hair color, make-up, or accessory that may be disruptive or distracting to the educational process is not allowed. (BP 5132)

If students do not comply with the dress code, students will be given an opportunity to correct the violation, and or parents will be contacted.

EMERGENCY CARD NUMBERS/NEW ADDRESS/TELEPHONE:

We **must** have an emergency number or numbers for your child so we can reach someone in case of an illness or accident. If you are not sure whether we have the most updated emergency information for you, please call and check with the school office. If you have any changes during the school year, including changing address, jobs, or cell phone numbers, please notify the office as soon as possible. Our ConnectEd automated call system will only call the "Primary Number" listed (one phone number only). Please let us know if you are not receiving our updates and we can be sure to change it in the system. (AR 5151)

EMERGENCY PROCEDURES:

In case of a school emergency, or natural disaster such as an earthquake, you need to be aware of the school's plan for releasing your child. Our concern is for the safe and orderly dismissal of all students. When parents all arrive at the same time to pick up students, **your cooperation and patience will be essential** to our plan. All students will be under the supervision of school staff until they are released. (BP 3516)

Parking will be very limited, so be prepared to park at least a block or two from the school. **DO NOT DOUBLE PARK** in the school parking lot and **DO NOT PARK IN THE RED ZONE**, as it may interfere with getting emergency vehicles into our school site.

For the safety of your child, before allowing you to take him/her home, **we must document to whom each child is released**. When you arrive at school, you will need to come to the “Student Release Center” (the office or other designated area for student release) and do the following:

1. Sign Student Release Log
2. Be prepared to present a picture identification card – no exceptions – not all staff working the student release center will recognize you or your child
3. Your child will be called to the “Family Reunion Area”, which will be designated by the school staff
4. Please note that during a law enforcement-ordered lockdown, ALL entrances to the school campus will be locked and entry will not be permitted

It may take some time for the orderly dismissal of over 1,000+ students on the Nestor Campus, so **please be patient and be prepared to wait**. The less confusion, the quicker students will be reunited with parents/guardians.

It is imperative you keep all information on your child’s Emergency Card up to date. Your child will be released only to those listed on the emergency card.

EXTENDED LEARNING PROGRAM:

The Extended Learning Program provides before and after-school supervision. Call 619-628-8900 for more information. The Imperial Beach Boys and Girls Club also provides before-and-after school childcare programs. For information, call 619-424-2266.

FIELD TRIPS:

The state of California passed a bill (AB436) requiring all adults who supervise children to be fingerprinted by the Department of Justice and the FBI. These requirements were put into effect District-wide with all supervisors, including after-school program employees. **If parents would like to attend a field trip with their child’s class, they must be fingerprinted.** The Human Resources Department at (619) 628-1695 can provide fingerprinting information. There is a cost of approximately \$68.00. In addition, ALL parents attending a field trip must provide proof of a clear TB test. Field Trips are considered an extension of the classroom; therefore, all students must remain with the teacher. Parents may not leave their group to explore on their own with their child.

District policy requires students to return from a field trip on the same mode of transportation that they went on. If a student goes on a field trip on a school bus, they **MUST** return on the school bus **unless a special release form has been completed in advance**. This form can be requested in the school office 2-3 days prior to the field trip. Same-day requests will not be approved.

FOOD SERVICE:

The South Bay Union School District is committed to providing an environment in which students can make healthy food choices that support academic success and lifelong health. Research has found a clear connection between good nutrition and student achievement. In an effort to promote student achievement through good nutrition, SBUSD is the only school district in San Diego County that offers quality, nutritious breakfast and lunch **free to all** its students. (BP 5030)

FOODS PERMITTED/FOODS NOT PERMITTED:

Examples of Permitted Foods: Bottled water, 100% fruit juice, baked chips, fresh fruits and vegetables, pretzels, and graham crackers.

Examples of Food NOT Permitted: **Soda, candy, cupcakes, hot/spicy chips, cakes, doughnuts, chewing gum, sugary treats, or caffeinated drinks. Starbucks drinks will not be permitted on campus.**

GRADING:

Scholarship and citizenship grades are recorded as A, B, C, D or F. An “A” indicates outstanding achievement, a “C” indicates average work that meets the basic standards, and an “F” indicates a failure to meet standards. Remember, day-to-day effort, hard work and studying are the best ways to achieve good grades in school. A 3.0 GPA is your goal to remain on track for Compact for Success.

Scholarship Grades

Grading procedures are explained at the beginning of each semester. Teachers send written grading policies home with students during the first week of school.

Citizenship Grades

To determine citizenship grades, teachers evaluate participation, timely completion of assignments, regular/prompt attendance, behavior towards others, and attitude in class.

GRADING WEBSITE – ParentVUE/StudentVUE:

You will be assigned an account to access student grades online at ParentVUE/StudentVUE. You may access ParentVUE/**StudentVUE** at <https://sdhome.sdcoe.net/southbay/>

PROGRESS REPORTS/ REPORT CARDS:

Report cards will be sent home each semester. Report cards represent the student’s final grades for their classes and will become part of their final record.

Progress reports will be available in ParentVue each semester. These reports indicate the progress students are achieving in academics, behavior and attendance. NOTE: Progress Reports that indicate a D or F grade serve as official notice to parents that the student is at risk of failure at the semester. Please remain engaged throughout the semester by checking ParentVue/Google Classroom consistently and by reaching out to the teacher as needed.

Copies of report cards can be requested in the office. Please allow 2 days to process.

HOMEWORK:

Homework is an integral part of the academic program and is designed to support class instruction, provide independent practice, and build discipline. Homework, including online learning platforms, is usually assigned Monday through Friday according to each teacher's homework policy. Please refer to each teacher's grading policy outlined in their syllabus.

HOMEWORK WEBSITES:

Teachers may utilize Google Classroom to post homework as a reminder. It is the student's responsibility to ensure homework assignments are written down prior to leaving each class session.

LEAVE THESE ITEMS AT HOME:

The mission at Nestor Language Academy is to provide students with the best educational experience available. However, there are times when many items cause a distraction to the learning environment. Nestor Language Academy is not responsible for damage caused to personal items. Students must never bring items of value including jewelry or money exceeding the amount needed for lunch. Toys, trading cards, radios, cameras, skateboards, water guns, chains of any kind and are NOT permitted. Grooming items such as combs, cologne, perfume, and make-up may not be used in classrooms or restrooms.

Electronic devices including cell phones, tablets, smart watches, ear buds etc. are perhaps the most distracting belongings students bring to school. If these items are brought to school, they may be lost or damaged. **Nestor Language Academy and its staff cannot be responsible for the return of an item if it gets lost or taken.**

LEAVE PERSONAL BELONGINGS AT HOME. Distracting items will be confiscated and returned only to parents. Unclaimed items will be held through the end of the year, if not claimed by the last day of school, will be discarded. Please refer to the Cell Phone policy section for more information

LUNCH:

The South Bay Union School District is committed to providing an environment in which students can make healthy food choices that support academic success and lifelong health. Research has found a clear connection between good nutrition and student achievement. In an effort to promote student achievement through good nutrition, SBUSD is the only school district in San Diego County that offers quality, nutritious breakfast and lunch **free to all** its students.

MEDICATION:

If it is necessary for your child to take medication during the school day, California Ed Code 49423 requires written authorization. “The Physicians Authorization for the Medication at School” form ZG074 must be current and updated annually. Both the “Parent Authorization” and California Authorized Health Care Provider forms must be signed and sent to school. No medication will be given at school without these signed forms. This includes “over-the-counter” medications such as aspirin, cough syrup, ointments, cough drops, etc. Parents must provide all medications and any necessary devices, such as measuring spoons, syringes, etc., to administer medications. All medications must be delivered to school in their original pharmacy packaging which will list the student’s name, the name of the medication, the dose of medication, and the directions for use. **Only adults may transport medication to and from school.** (BP 5141.21)

NOTE: All medication taken at school must be under the supervision of a designated school employee.

NON-DISCRIMINATION POLICY:

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the District’s academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination. The SBUSD Board Policy on Nondiscrimination/Harassment, BP 5145.3(a) can be found at www.sbusd.org.

PARENTAL INVOLVEMENT:**English Learner Advisory Council (ELAC)**

ELAC is a group of parents who meet six times a year to discuss educational programs and resources for our second language learners. ELAC parents are informed about school policies and programs that directly affect our students and their ability to reach the highest levels of English

fluency. If you would like to participate in ELAC, please contact Leslie Ochoa, Assistant Principal at 619 628-0900.

Parent-Teacher Association (PTA)

PTA is a long-standing organization, which represents the interest of the children in the school and community. This organization is an integral part of our campuses and is dependent upon

volunteers. The membership drive takes place at the start of the school year, with minimal costs per family. In addition, PTA volunteers are always welcome. Please contact the school office for more information.

PARENT VOLUNTEER CENTER

We invite you to volunteer and are sure you will enjoy the experience. If you are interested in volunteering, please contact our Community Volunteer Coordinator, at 628-0965. A TB test and fingerprint clearance are required for all volunteers who help on a regular basis.

LANGUAGE ACADEMY ADVISORY COUNSEL (LAAC)

The Language Academy Advisory Counsel is made up of parents, teachers, and administration who come together periodically with the goal to align our monetary resources to our School Site Plan. Parents are an essential component of the School Site Council. Your participation is critical. Please consider participating this year.

PASSING PERIODS AND TARDIES:

All students must be in the classroom on time and are expected to have a pass if their tardiness is excused. They will not be allowed to go back and get a pass. Students may not go to the office during the passing period unless it is for an emergency. Students must check in with their teacher and ask for a pass to the office. Teachers will make every effort to release students when the bell rings. If by chance they do keep a student after the bell, they will notify the next teacher via email, phone call, or written pass so that the tardy will be recorded as excused.

Teachers will use professional judgment to work with students who might have a legitimate reason for being late. However, coming from PE class should not be an excuse. For attendance purposes, students should always report to the office for a late pass when arriving late to school. Period 1 tardies will be handled by the administration.

PHYSICAL EDUCATION:

It is a District priority to increase student activity and promote healthy living. Please note that physical education is taking place on a regular basis (200 minutes every 10 days of instruction), and we are always looking for ways to increase physical activity. Examples of this may include the morning walk program, structured walks at lunchtime, preparation for the 7th-grade physical fitness test, and special events that promote exercise. (BP 6142.7)

POSSESSION OF ILLEGAL SUBSTANCES:

Nestor Language Academy Charter School must be a safe place for students to learn and work. We take this responsibility seriously and ensure an environment that is positive and geared toward student success. The following is our policy with respect to illegal substances on campus.

When a student possesses uses, sells, furnishes, or is under the influence of any controlled substance, the following will result:

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1. Parent/guardian contact.
2. Law enforcement contact.
3. Five (5) days suspension
4. Restriction from all school activities.
5. Possible referral to an appropriate community-counseling program.
6. Students inter/intra district transfer WILL be revoked.

POSSESSION OF DANGEROUS ITEMS:

The following items are considered dangerous and it is illegal to have them on school property: any explosive (i.e. firecrackers), gun, knife, chain, slingshot, dart, or any other weapon or dangerous item.

If a student is caught in possession of, brandishing, or selling any of these items the following will result:

1. Suspension
2. Police intervention
3. Revocation of inter/intra district transfer

Possession of an imitation or replica of a firearm that is similar to an existing firearm will result in:

1. Suspension
2. Police intervention
3. Possible revocation of inter/intra district transfer

PROCEDURES FOR ARRIVAL AND DISMISSAL:

Arrival - School begins at 8:00 am. *Students are not permitted on the playground or the hallways before 7:30 (even if in the company of parents), since there is no supervision by school staff before that time.* Students must wait at the front of the school and will be walked to the playground at 7:30 am by the staff on duty. At 7:53 a.m., a warning bell will ring advising all teachers to pick up the students from the playground. Students must be in their classrooms no later than 8:00 am.

Drop-off Zones- Parents may drop off on either the inside loop by the curb or outside by the curb. These sections are for quick drop-off and pick-up only. Do not stall and do not block the flow of traffic. NEVER double park or drop students off in a double line. **Please do not drop off your child in the parking lot or allow them to enter through the parking lot.** Cars may not be left unattended in these areas and the traffic is expected to flow at all times. We ask that all drivers be courteous to one another at all times. **NEVER BLOCK THE FLOW OF TRAFFIC.** Those who do may be cited by SDPD.

Dismissal- Parents must ensure their child is picked up on time. There are two pick-up areas. Students being picked up by car must pick up their child at the back pick-up area. Students being picked up by a parent in person must be picked up at the front of the school, not the parking lot. Parents must park and walk on campus to pick up their child. Students

who walk home may exit either through the front of the school or the back gate to the park. The school offers supervision for students 15 minutes after dismissal time. All school rules apply to students waiting to be picked up. Students may not run, play, or use toys/balls. Electronic devices such as tablets, computers, and cell phones may not be used. The only exception is the use of the cell phone to communicate with a parent or adult regarding pick-up. **Students must wait at the front of the school, not the parking lot.** All students must go home immediately and may not loiter on the campus. **Children are not allowed to play on the playground equipment.**

Children walking to and from school must be instructed to use crosswalks. The school safety patrol will help children and parents cross the street in front of the school. Everyone needs to respect and follow the instructions of the safety patrol, by law. Parents picking up students may enter campus and exit at the front gate by the marquee or through the park gate. All other gates serve as an entrance or exit for vehicles and are unsafe for pedestrians.

Due to the volume of traffic during the 10-15 minutes after the bell rings, we ask for your cooperation and patience as you drive around to pick up your student. Please be mindful of the line of cars

forming and wait your turn. For the safety of all students, we ask you to please drive slowly and that you do not cut in line. You may not leave your car unattended or parked in drop-off, pick-up lanes, or staff parking spaces. Our primary goal after school is to safely transition students from school to home. You can help by being on time to pick up your student and by keeping good communication, always letting your son or daughter know where it is that you will be picking him/her up.

Our procedures for students who are not picked up by 2:40 p.m. are as follows: Every attempt is made to locate the parents or those listed on the child's emergency card. If you cannot be reached, the child will be turned over to the custody of the San Diego Police Department. The staff **cannot** be held responsible for students not picked up on time.

For the safety of your child, before allowing you to take him/her home from the office, **we must document to whom each child is released.** When you arrive late to pick up your child, you will need to come to the office and do the following:

1. Sign Student Release Log
2. Be prepared to present a picture identification card – no exceptions – not all office staff will recognize you or your child
3. **It is imperative you keep all information on your child's Emergency Card up to date. Your child will be released ONLY to adults over 18 years of age listed on the emergency card. Phone authorization for a person not on the emergency card to pick up your child is NOT allowed.**

PROMOTION REQUIREMENTS:

In order for students to be promoted from 8th grade with a certificate, students must satisfactorily complete 23/25 credits in the core academic classes for 7th and 8th grade. To participate in promotion, students may not owe unresolved library, ASB debts, or unserved disciplinary actions/detentions.

Promotion Option B: A student that has not met the above mentioned requirements may be recommended for promotion. The recommendation will be presented to the Administration and the Student Study Team for approval.

Instructional Time

Teachers and staff at all schools have established guidelines to limit disruptions to student learning. The following are some guidelines for parents and students to follow to help us protect valuable classroom instructional time:

- Arrive on time to school each day and be prepared to learn.
- Try to avoid scheduling doctor/dentist appointments during the school day. Early pick-ups disrupt the learning of all the students in the classroom and are counted as tardies do affect the overall attendance record.
- If you need to drop off any items for students (i.e. lunches, homework, laptops, etc.) at the office. **Please do not bring it directly to your child's classroom.** The office will deliver these items at a time that is least disruptive to instruction.
- Uber Eats, DoorDash, Starbucks Drinks, or any other food delivery services are not permitted.
- If you need to speak with your child's teacher, please send a note or schedule an appointment in advance to ensure availability. Many meetings are held before and after school that teachers must attend. **Calls will not be transferred to the classroom during instructional time.**

(Ed Code 44811 & BP3515.2)

SCHOOL RULES:

Students in middle school are expected to follow the rules and expectations outlined in this handbook. Students who do not comply with the rules and expectations of Nestor Language Academy are subject to revocation of their Inter/Intra –District Transfer.

POSITIVE BEHAVIOR INTERVENTION SYSTEM: (PBIS)

Our campus follows three main rules and are expected to follow these rules at ALL times. Our ultimate goal is to help and guide students to make positive choices.

- Be Respectful
- Be Responsible
- Be Safe

PBIS REQUEST FOR ASSISTANCE FORM:

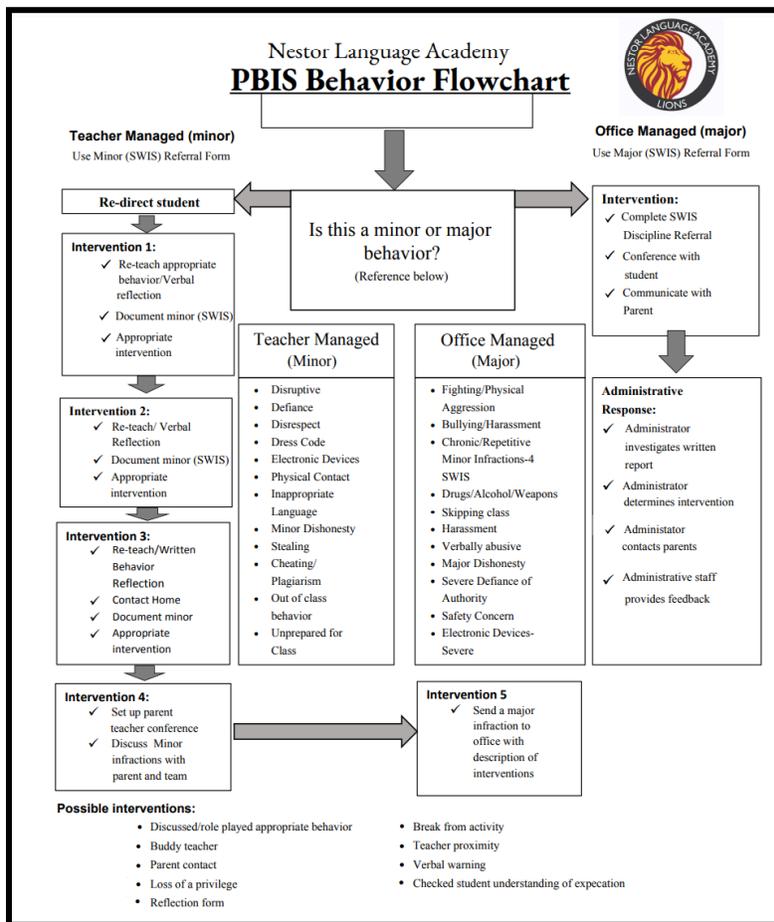
A PBIS Request for Assistance form is a tool provided to families that may need some support for their child and used within a PBIS framework to formally document a student's behavioral, socio emotional or academic needs. You can find and complete a request for assistance on our school website under "Families and Students." Once a Request for Assistance form has been submitted, the PBIS Tier 2 Team has 3 days to respond to the person making the nomination.

Minor and Major Referrals may be issued by teachers and/or administrators when a student does not meet any of our school-wide expectations: be respectful, responsible, and safe. They are issued for the purposes of documentation, identifying patterns of behavior, and follow-up with parents.

- **Minor vs. Major Referrals**

- Minor Referrals are issued to students for minor offenses and managed at the classroom/teacher level.
 - **5 Minor Referrals** will result in a major referral. Parents will be contacted and will require a meeting with a Principal to discuss the patterns of behavior, consequences, and support.
- Major Referrals are issued when there's a major violation or safety concern.

Minor and Major Referrals will be documented on an internal database called SWIS and a breakdown of minor vs. major referrals is as follows:



A **consequence** may be assigned by administrators for a violation of classroom/school rules. The consequence will be served within the school day. Students will eat their lunch and then report to the administrator to comply with the consequence. Students are expected to comply with the consequence within the week it is assigned.

Suspension from school is a disciplinary consequence that the Administrative Team uses only when necessary. The following are some examples of behaviors that are grounds for suspension and/or expulsion: possession of drugs, weapons, or smoking materials (including matches), and outward violence towards others. Suspension may be for a period of up to five days during which a re-entry conference is required. Only the Board of Education may expel a student after granting the parents an opportunity for a hearing.

Bullying is repeated, intentional, and harmful behavior that is done to intimidate someone. Bullying will not be tolerated. Teasing and unkindness toward one another is unacceptable. All staff members are dedicated to ensuring that students feel secure and comfortable at school. If a student is having any problems, they should be reported to the classroom teacher so they can be addressed immediately.

NON-PRIVILEGE LIST:

The Non-Privilege List will be generated at every Progress Report and Report Card period.

Students listed on the Non-Privilege List will not be allowed privileges granted to students in good standing. Teachers will refer to the list when signing permission slips, and requests to attend school dances, field trips, and other extracurricular activities, including sports.

A violation of school rules or district policies may result in a student's name being placed on the Non-Privilege List by an Administrator such as one or more of the following reasons:

1. Scholarship GPA below 2.0 (calculated by using core classes – English, PE, Health, Science, Social Studies, Math and Spanish)
2. Citizenship GPA below 2.0 (calculated by using all classes)
3. School suspension or excessive minor/major issues documented on SWIS

SCHOOL ACCOUNTABILITY AND REPORT CARD:

A copy of the School Accountability Report Card will be provided by your child's school, upon request. (EC 35256) Per the California Department of Education, "California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics". Such report cards shall be designed to inform parents or guardians and the community about the conditions, needs and progress at each school to provide data by which parents/guardians can make meaningful comparisons between schools. School Accountability Report Cards may also be downloaded from the District's website: [South Bay Union School District Website](#) or from our school website: [School Website](#)

SEARCH AND SEIZURE:

Search and seizure is conducted whenever there is reasonable suspicion of student involvement with alcohol, tobacco, controlled substances (drugs), theft of school or personal property, and/or possession of prohibited items on campus.

SEXUAL HARASSMENT:

Unwelcome sexual advancements, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment. Students may file a formal grievance with an administrator. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Examples of Sexual Harassment:

- Touching, pinching, and grabbing body parts

- Being cornered
- Sending sexual notes or pictures
- Writing sexual graffiti
- Making suggestive or sexual gestures, looks, jokes, or verbal comments (including “mooring”, “barking” and other noises)
- Spreading sexual rumors or making sexual propositions
- Pulling someone’s clothes off
- Pulling your own clothes off

SOCIAL MEDIA:

Students are strictly prohibited from creating fake teacher or staff accounts on any platform, impersonating school personnel, or misrepresenting school authority in any form. Additionally, posting or sharing pictures, videos, or personal information about other students is a serious violation of school policy and student privacy rights. Such actions may result in disciplinary consequences, including suspension or legal action when appropriate.

Such behavior may also affect a student's **eligibility** to participate in extracurricular activities, athletics, or school-sponsored events. Participation requires maintaining academic standing and upholding the school’s code of conduct. Students involved in disciplinary incidents may be restricted from participation at the discretion of school administration.

STUDENT BODY:

The ASB is responsible for establishing student activities within the Nestor Language Academy Middle School. These activities are incentives for earning good citizenship and scholarship grades and promoting school involvement. ASB sponsors assemblies, dances, outdoor fairs, spirit days, and field trips. ASB raises funds through the ASB store, special events, and other fundraising activities such as friendship grams. The funds are used to pay for buses, entrance fees, sports teams, banquets, and club supplies.

STUDENT WELLNESS POLICY-5030:

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance. Please visit our website to read about the South Bay Union’s wellness policy.

TEXTBOOKS:

Students are responsible for paying replacement costs in cash (\$40-\$180) for lost or stolen textbooks or textbook damage. Be sure to check each textbook that is checked and report any previous damage. Even if a teacher allows a student to keep books in the classroom, the student is still responsible for damage or loss to books.

VISION AND HEARING SCREENING:

The State mandates that students in public schools in California be screened for possible vision and hearing problems at various grade levels. Vision (Distance & Near) is mandated in TK/Kinder, 2nd grade, 5th grade, 8th grade, and Color Vision Deficiency = for 1st-grade boys only. Hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1))

VISITORS AND VOLUNTEERS:

SBUSD values community and parent involvement. In an effort to adhere to the law and provide all students with a safe learning environment, we are asking all classroom volunteers to provide verification of tuberculin skin testing and/or a TB risk assessment as well as having fingerprint clearance with the district office. The Community Volunteer Coordinator will copy the verification provided and maintain it in a file in the Volunteer Center. Please note the following Volunteer Code of Conduct. Each volunteer is asked to sign the code of conduct agreement in the Community Volunteer Coordinator's office. In addition, in order to protect the classroom learning environment, we request that you keep your cell phone turned off and that younger children not be present with parents in classroom settings.

VOLUNTEER CODE OF CONDUCT:

1. Immediately, upon arrival, I will sign in at the office or the designated sign-in station.
2. I will dress in a professional manner.
3. I will use only adult bathroom facilities.
4. I agree to never be alone with individual students.
5. I will not solicit outside contact with students.
6. I will exchange home directory information only with parental and administrative approval and only if it is required as part of my role as a volunteer. I agree not to exchange telephone numbers, home addresses, e-mail addresses or other home directory information with students for any other purpose.
7. I will maintain confidentiality outside of school and will share any concerns that I may have with teachers and school administrators.
8. I agree not to transport students without written permission of parents or guardians or without the expressed permission of the school.
9. I will not disclose, use, or disseminate student photographs, or personal information about students, self, or others.

10. I agree not to post, transmit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit or that could be construed as any form of harassment.

11. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.

12. I agree to report to appropriate school/district personnel when a student is in danger of hurting him/herself or others or being hurt by someone else.

13. I agree to abide by the district's safety and health rules and procedures.

14. Under Penal Code 290.95 I am required to disclose to school officials if I am a registered sex offender. My failure to disclose this fact could result in my arrest, prosecution, and likely fine and imprisonment. I declare under penalty of perjury that I am not required pursuant penal Code 290.95 to disclose to school officials that I am a registered sex offender and that I have not suffered convictions for sex or drug-related offenses or for crimes of violence and there are no criminal charges pending against me.

VISITOR MANAGEMENT SYSTEM:

Every school in the SBusD uses the same visitor management system. This visitor management system allows for the management of information about arrivals and departures of volunteers and guests. Furthermore, in conjunction with Megan's Law (<http://www.meganslaw.ca.gov/sexreg.aspx>), the system allows verification against the publicly accessible database of registered sex offenders. Parents, guardians, and guests who want to gain access to a school or District facility will be asked to sign in and wear a badge during the visit. Should there be an emergency, this information is of critical importance for the safety of visitors and guests. (BP1250)

WEB PAGE:

You are invited to visit our website at www.sbusd.org where you will receive general information about the South Bay Union School District. Please note that you can visit all of our schools from this website.

Title I, Part A School-Parent Compact

Nestor Language Academy Charter School, and the parents of the students participating in activities, services and programs funded by Title I (Part A) agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards.

It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in

decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Nestor Language Academy Charter School asks for input from Title I parents/guardians on the School-Parent Compact annually. The compact is presented at Language Academy Advisory Committee (LAAC) and English Learner Advisory Committee (ELAC) meetings for parents/guardians and staff to review and provide feedback. Feedback on the compact can also be provided throughout the year as families discuss it with the administration. Parents/guardians are provided a copy of the School-Parent Compact and Title I Parent and Family Engagement Policy, and information on their student's academic achievement and progress during ParentTeacher conferences and the new school year registration paperwork. During the quarterly PAC/ELAC meetings, families learn about the Title I program and how it can serve their students through supplemental programs. Parents/guardians also receive information through the school websites, via phone and email, EdConnect, Open House, and Award Nights. The staff are the educators and role models to the students served within the school. Therefore, the school agrees to carry out the following responsibilities to the best of its ability:

- Provide a high-quality curriculum and instruction to support students in their learning. -Provide a supportive learning environment in which students can meet the state academic standards.
- Provide each student with an individualized learning plan based on each student's interests, goals, and needs. Assure that the school staff communicates clear expectations for performance to both students and parents.
- Ensuring regular two-way, meaningful communication between family members and school staff in the primary language the family speaks.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- A. Nestor Language Academy Charter School understands the importance of continual and specific communication with families about their student's academic success. Therefore, the school agrees to carry out the following responsibilities to the best of its ability: - Schedule annual Parent-Teacher Conferences during which the compact will be discussed and each student's academic achievement.
 1. Frequent communication with families on their student's progress and needs. - An appointment can be made with individual teachers to discuss their students' progress and

needs. - Translators made available for parent/guardian meetings and translated documents/letters sent home. -

B. Access to staff during school hours and responses to parent/guardian emails and phone calls within 24 hours.

C. Ensuring regular two-way, meaningful communication between family members and school staff in the primary language the family speaks. The parents/guardians understand that the success of their student's education requires continual and specific communication with the school regarding their student's academic success. Therefore, the parents/guardians agree to carry out the following responsibilities to the best of their ability: - Participate in annual Parent-Teacher Conferences during which the compact will be discussed along with each student's academic achievement. - Communicate frequently with their students regarding student academic, social, and emotional needs. - Ensure regular two-way, meaningful communication between family and school staff by being aware of what the student is learning, understanding the school's expectations, and being respectful of the school discipline policy, staff, and school property.

This Compact was established by Nestor Language Academy Charter School on September 17th, 2024, and will be in effect for the period of October 15th-October 25th. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: October 25th, 2024.

This Compact was established by Nestor Language Academy Charter School on September 17th, 2024, and will be in effect for the period of October 15th-October 25th. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: October 25th, 2024.



Jaime Gonzalez, Principal

September 9th, 2025

Title I School-Level Parent and Family Engagement Policy
Nestor Language Academy
2025-2026

2.0 With approval from the local governing board, Nestor Language Academy has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. The parent and family engagement policy is jointly developed with parents during our school site council meetings that are held monthly and then distributed during parent conferences. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Nestor Language Academy school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) At Nestor, we held a Title 1 parent meeting, virtually and in person in August of 2025 through parent conference meetings, back-to-school night, and Coffee with the Principal. (20 U.S.C. § 6318[c][1])
- b) Nestor provides flexible meeting opportunities for parents in the morning and in the evening such as back-to-school nights, coffee with the principal meetings, English Learner Advisory Committee meetings, and school site council meetings in person and or virtually. (20 U.S.C. § 6318[c][2])
- c) Nestor Language Academy utilizes the school site council, ELAC, and Coffee with the Principal to receive parent input and feedback. We hold monthly meetings to keep our parents involved and keep them informed to improve and review our Title 1 program. (20 U.S.C. § 6318[c][3])
- d) The school provides parents of participating children with the following:
 - We will involve parents in the joint development of its Parental Involvement Policy in an organized, ongoing, and timely manner through the annual Title 1 meeting and other meetings as needed. We will also hold a flexible number of meetings at varying times and may provide childcare, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement. Lastly, we will provide information about Title I programs to parents of participating children promptly through memos, newsletters, and our web page. (20 U.S.C. § 6318[c][4][A])
 - We will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic

assessment used to measure student progress, and the proficiency levels students are expected to meet through: (20 U.S.C. § 6318[c][4][B])

- *the annual Title I parent meeting*
- *regular parent/teacher conferences*
- *Coffee with the Principal*

- We will remain open to parent feedback about requests for meetings individually or as a group if it's an area of student and parent support and involvement. (20 U.S.C. § 6318[c][4][C])

e) We will seek parent feedback on an annual basis and document it through LCAP meetings held through ELAC and School Site Council Meetings. (20 U.S.C. § 6318[c][5])

2.2 Building Capacity for Involvement

To ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) Nestor Language Academy will hold coffee with the principal meetings as well as parent workshops during the spring of 2025 to help prepare and support parents on the importance of state testing, data analysis, and support from home. (20 U.S.C. § 6318[e][1])
- b) Nestor Language Academy offers parents access to materials that support and enhance their child's academic achievement through parent conferences, Back-to-School Night, Coffee with the Principal meetings, and written communications, such as weekly newsletters from the principal or classroom teachers.(20 U.S.C. § 6318[e][2])
- c) The site principal holds Professional Learning Community Meetings with staff as a professional development for the importance of parent communication and support. (20 U.S.C. § 6318[e][3])
- d) Nestor Language Academy holds yearly LCAP input meetings on an annual basis seeking parent input. (20 U.S.C. § 6318[e][4])
- e) The school Principal sends daily and weekly communication through Class Dojo, Smores Weekly Newsletter, email, voice messages, and text messages. All messages are

transmitted in English and Spanish. Teachers utilize Class Dojo, social media, and paper-based flyers to communicate. (20 U.S.C. § 6318[e][5])

- f) Nestor Language Academy staffs a part-time Coordinator of Community, Volunteers, and Resources to support with adding volunteers during the school day, field trips, and school events. (20 U.S.C. § 6318[e][14])

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Nestor Language Academy, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. The school Principal sends daily and weekly communication through Class Dojo, social media, Smores Weekly Newsletter, email, voice messages, and text messages. All messages are transmitted in English and Spanish. Teachers utilize Class Dojo and paper-based flyers to communicate. (20 U.S.C. § 6318[f])

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements:(20 U.S.C. § 6318[d])

- a) Nestor Language Academy provides high-quality instruction by implementing evidence-based instructional strategies, differentiating instruction to meet diverse learning needs, and offering professional development to teachers to ensure instructional effectiveness. Nestor Language Academy follows the Positive behavior interventions and support system to foster a supportive and effective learning environment. Nestor Language Academy staffs a part-time Parent Volunteer Coordinator to enhance family and community engagement. This coordinator plays a vital role in recruiting and organizing volunteers to support classroom instruction, supervise field trips, and assist with school events. By connecting families and community members with meaningful opportunities to participate in school life, the coordinator helps foster a welcoming and inclusive environment that supports student achievement.(20 U.S.C. § 6318[d][1])

- b) At Nestor Language Academy, we recognize that ongoing, meaningful communication between teachers and parents is essential to student success. To build strong partnerships that support each child's academic achievement, the school is committed to maintaining consistent and effective communication through, at a minimum, the following:(20 U.S.C. § 6318[d][2])
1. Nestor Language Academy teachers host parent conferences during the month of October each school year and at-risk student parent conferences in the spring. During these meetings, the School-Parent Compact is reviewed and discussed in the context of the individual child's academic performance and goals. This collaborative conversation allows teachers and parents to align their efforts in supporting the child's learning both at school and at home. (20 U.S.C. § 6318[d][2][A])
 2. Students in Tk-6th grade receive report cards three times a year and middle school students, 7th & 8th receive 3 report cards and 2 progress reports a year. These updates as well as informal communication throughout the school year help keep parents informed and engaged in their child's academic development. (20 U.S.C. § 6318[d][2][B])
 3. Nestor Language Academy encourages open communication and offers flexible opportunities for parents to meet with teachers and staff, including before or after school, during designated parent hours, or by appointment. Nestor Language Academy staffs a part time Coordinator of Community, Volunteers and Resources to support with adding volunteers during the school day, field trips and school events. (20 U.S.C. § 6318[d][2][C])
 4. The school Principal sends daily and weekly communications through Class Dojo, Smores Weekly Newsletter, email, voice messages and text messages. All messages are transmitted in English and Spanish. Teachers utilize Class Dojo and paper based flyers to communicate. (20 U.S.C. § 6318[d][2][D])

2025-2026 Letter for Parents' Right to Know Regarding Teacher Qualifications

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to

notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Human Resources at 619-628-1690.

Sincerely,



Jaime Gonzalez
Principal, Nestor Language Academy

Title I LEA-Level Parent and Family Engagement Policy
South Bay Union School District
2025-2026

A copy of the Title I LEA-Level Parent and Family Engagement Policy will be provided by your child's school, upon request. Title I LEA-Level Parent and Family Engagement Policy may also be downloaded from the District's website www.sbusd.org.

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California *Education Code [EC]* sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])
- 1.1 [South Bay Union School District](#) has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2].)

[SBUSD parents and family members provided input into the policy through various committees, both at the District and school site level. Input is gathered through surveys, the LCAP Advisory Committee, DELAC, ELAC, School Site Councils, Coffee with the Principals and PTA.](#)

The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])

[The policy is distributed to families via email and posted on the District's website in English and in Spanish. It will also be included in the Family Handbook for each school site. It is also in our Annual Notification to Families.](#)

To involve parents and family members in the Title I program at [South Bay Union School District](#), the following practices have been established:

- a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])
[Parents and family members are able to serve in leadership roles both at the District and site level. Opportunities include, School Site Council \(SSC\), English Learner Advisory Committee \(ELAC\), District English Learner Advisory Committee \(DELAC\) and the District-level Local Control and Accountability Plan \(LCAP\) Advisory Committee.](#)
- b) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])
[Site leadership teams are provided professional development in ways to engage parents and families in school committees and events that support student academic achievement.](#)

- c) To the extent feasible and appropriate, the LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])
 Parent and family engagement strategies are integrated throughout District and site level programs. Parents and family are encouraged to participate in committees, hold leadership roles, attend community events and forums, and provide feedback in authentic ways.
- d) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])
 An annual survey is administered to assess how parents, families, and students feel about their educational experience. Questions focus on whether or not families feel welcomed on school and district campuses, are seen as valued partners, and feel that they are able to contribute in meaningful ways. Each year this information guides changes to increase parent and family engagement.

The LEA identifies the following:

1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])
 SBUSD annually gathers input and feedback from educational partners through the LCAP Advisory Committee, the LCAP annual update input process, CA Healthy Kids Surveys, as well as site and District advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into place to address the needs of families and ensuring information is provided in a language and format easily understood by families.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])
 Each school site provides their own parent nights that support families with strategies to engage with the school based on their individual comprehensive needs assessment. Strategies include, questions to ask

during parent conferences, how to contact their child's teacher, how to support students to become college and career ready, and assistance with locating resources available to support the family with mental health and basic needs through community resources. The LEA also provides a community event with parent workshops focused on community resources, mental health, support for our families with multilingual learners and academic support for student success.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

With the support of SBUSD each school site develops a Site and Family Engagement Policy and School Parent Compact designed to meet the needs of their families. Schools host meetings with the Principal, and other opportunities for families to engage with the staff. The Compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students to achieve academic success. The most important aspect of family engagement is language access. SBUSD provides interpretation services where simultaneous interpretation is used to maximize time for all parents during district meetings.

- e) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

SBUSD will continuously evaluate and adjust the Parent and Family Engagement Policy to ensure the highest level of engagement.

- f) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agencies for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

All eleven SBUSD schools receive Title I, Part A funding and abide by the guidelines under ESSA. Each school has a School Site Council (SSC) and an English Learner Advisory Committee (ELAC), which provide input into the use of federal funds for evidence-based strategies to increase student achievement. A needs assessment is completed each year as part of the development of the School Plan for Student Achievement (SPSA) in which staff, parents, and students are able to provide feedback and input into goals and strategies.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (EC §§ 11502, 11504, 11506)

- a) Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

SBUSD ensures that all schools develop Site Parent and Engagement Plans to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information events, parent-teacher conferences, Back to School Night, parent workshops, as well as on school websites and materials that are sent home by staff.

- b) Inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

SBUSD provides information and resources to parents on strategies to assist their child/children learning at home through parent meetings and family events. Parent and family education is communicated through social media as well as posted on our school and district websites.

- c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

SBUSD ensures that each school communicates to families on a regular basis in a language understood by all families to share information and resources on ways to support their student/s education. Information about the effectiveness of communication at each site is contained in the annual LCAP and ELAC comprehensive needs assessment and used to improve services annually.

- d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

District leadership provides resources and information to teachers and administrators for effectively communicating with families.

- e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

SBUSD provides training and support for each site to develop a School Plan for Student Achievement which includes goals, actions, strategies and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

- 1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

SBUSD reserves at least one percent of the Title I, Part A allocation to support district wide family engagement activities. Family engagement activities are included in the District's LCAP and the LCAP Federal Addendum.

- 1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

SBUSD ensures ongoing support for each school and their School Site Council (SSC) and English Language Advisory Committee (ELAC), which designates a parent to serve on the District English Learner Advisory Committee (DELAC). The committees review input gathered from educational partners about family engagement activities. This information is used to annually update the LCAP, including actions and services for family engagement.

2025-2026 Student Handbook Signature Page

Parents/Guardians, please take time to review and discuss the information in the **Nestor Language Academy Charter Middle School Student Handbook** with your son or daughter. Included in the handbook is important information regarding school district policies and procedures. Once you have read the handbook, please sign and return this form to your child's advisory teacher.

The handbooks can be found on the district's website at <https://www.sbusd.org/> under the Schools tab.

I acknowledge that I have read and understand the policies and procedures outlined in the Nestor Language Academy Middle School Student Handbook.

LAST NAME of STUDENT FIRST NAME of STUDENT

STUDENT SIGNATURE DATE

PARENT/LEGAL GUARDIAN SIGNATURE DATE