

# Nestor Language Academy Charter School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Nestor Language Academy Charter
<b>Street</b>	1455 Hollister Street
<b>City, State, Zip</b>	San Diego, CA 92154
<b>Phone Number</b>	(619) 628-0900
<b>Principal</b>	Gil Luna
<b>Email Address</b>	gluna@sbusd.org
<b>Website</b>	www.sbusd.org
<b>County-District-School (CDS) Code</b>	37-68395-6040513

Entity	Contact Information
District Name	Nestor Language Academy Charter School
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

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

### MISSION STATEMENT

The mission of Nestor Language Academy Charter School is to foster academic excellence, bilingualism, biliteracy and multiculturalism. Students will develop critical thinking, technological fluency, social consciousness and multiple perspectives.

At Nestor Language Academy Charter School we believe in:

- A sense of community
- Appreciation for self and others
- Developing critical thinking skills and bi-cognition
- Leadership skills
- Technology as a tool for 21st century learners
- Sociocultural awareness

### SCHOOL OVERVIEW

Nestor Elementary School is one of 11 schools in the South Bay Union School District. It currently serves approximately 1117 students in grades transitional kindergarten through eighth. Nestor school is located on 10.13 acres of land and has 37,314-sq. ft. of permanent and 19,200-sq. ft. of temporary classrooms. Nestor Elementary offers a two-way language immersion program. This program, Language Academy, is a two-way immersion program designed to build fluency in both Spanish and English. Native Spanish and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Nestor provides additional support services to ensure all student needs are met. The services include a dual-language resource teacher, psychologist, resource specialist teacher, speech therapist and nurse. Nestor students in grades TK-2 have access to 8 classroom technology devices and 10 computers located in the library. Students in 3-8 grade have access to individual technology devices. All our classrooms are using Promethean interactive whiteboard systems. These systems are a world-class tool for learning, which engages all students, allowing them the opportunity to learn and grow as individuals.

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

Grade Level	Number of Students
Kindergarten	144
Grade 1	119
Grade 2	120
Grade 3	120
Grade 4	115
Grade 5	117
Grade 6	114
Grade 7	120
Grade 8	61
<b>Total Enrollment</b>	<b>1,030</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.1
Filipino	0.4
Hispanic or Latino	94.3
Native Hawaiian or Pacific Islander	0.1
White	4
Two or More Races	0.7
Socioeconomically Disadvantaged	65
English Learners	55
Students with Disabilities	8.6
Homeless	1.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	38	43	43	22
<b>Without Full Credential</b>	0	1	2	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13  K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
<b>Mathematics</b>	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15  6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08</p> <p>Grade 7: Lab-Aids - Science and Life Issues (Spanish) Adoption/implementation 2011-12</p> <p>Grade 8: Lab-Aids - Issues and Physical Science (Spanish) Adoption/implementation 2011-12</p>	Yes	0
<b>History-Social Science</b>	<p>Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08</p> <p>Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08</p> <p>Grade 7: Teachers Curriculum Institute - History Alive! The Medieval World and Beyond (English) Adoption/implementation 2011-12</p> <p>Grade 8: Teachers Curriculum Institute - HA! The United States through Industrialism (English) Adoption/implementation 2011-12</p>	Yes	0
<b>Foreign Language</b>	<p>Grade 7: Recursos Didacticos Espanol, Editorial Santillana (Spanish) Adoption/implementation 2011-12</p> <p>Grade 8: Spanish for Spanish Speakers 3/4: Nuevas Vistas Adoption/implementation 2011-12</p>		0
<b>Health</b>	<p>Grade 7: Glencoe/McGraw-Hill - Glencoe Teen Health Adoption/implementation 2011-12</p>		0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Nestor's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

### OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on October 30, 2019, the average ranking for Nestor Elementary was 95.67%, giving the school a rating of "Exemplary." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tools (FIT).

Please note that all needed repairs or deficiencies identified in the October FIT report have been completed and/or resolved.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 10/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	CR15-paint peeling on panels under windows and reset ceiling tile(west side). CR16-Paint peeling on panel under windows. CR18-Scratch ceiling tile by entrance. CR23-ceiling stains north side. CR27- Huge ceiling stain by south wall. New G/RR by Rm 27-Adults women/Patch wall by window. CR39-Ceiling tile sagging. CR42-Entrance carpet lifting. W/RR by portable-Interior-Patch dry wall by windows. Office-ceiling stained by door(lounge). CR46-Stained ceiling tile by north door and caulk holes on wall(by north door). CR50-Base board missing at teachers desk. CR50-Paint peeling on door frame west wall. Modular RR/ Boys-Flooring mat coming unglued by south wall
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Office-Blank cover above Lourdes desk (2x4). CR47- two blank cover/southwall (2x4) and check time and exterior light above door (east side). CR48-Lights and bulb out (ballast). CR49-bulbs out. CR50-outlet cover missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	K1-Adjust D/F water flow. Unisex outdoor RR-Adjust flow to drinking fountain, lav and toilet tank. CR1-Adjust D/F flow. B/RR by CR1-Recaulk lav. G/RR by CR1-Recaulk lav. CR2-Adjust d/f flow. CR5-Adjust lav. faucet time running. CR5 toilet needs seam on tank. B/RR by CR5-recaulk lav. G/RR by CR5-Recaulk Lavs. CR10-Adjust drinking fountain flow. CR14-Adjust drinking fountain. B/RR by Rm 14-recaulk lav.G/RR by Rm 14-Adjust outdoor drinking fountain flow. G/RR by Rm 14-Recaulk lavs. G/RR by Rm 14-Loose toilet seat. CR16-No water to sink. New G/RR by Rm 27-loose toilet seat. M/RR by portable-Replace both faucets. W/RR by portable-Replace both faucets.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	CR36-North sidewall dry rot. Upper playground-Wood on ball wall needs repair. Upper playground-Small slide on older miracle equipment need replacing. Walkways- Termite damage on upper beam outside Rm 4.CR50-Outdoor rust/west side above paneling.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	K2-Adjust door closure south/west door. CR5-door stop needed. CR22-door closure pull out of door. New BoysRR by Rm 27-fastenddoor vent. CR46-Adjust eastside door closure. CR49-Check window blind bottoms. Science Rm 45-Damaged pull chain/west side window blind. Rm 45-Trip hazard on asphalt by ramp(west side).
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	49	36	36	50	50
Mathematics (grades 3-8 and 11)	53	51	29	30	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	647	646	99.85	0.15	49.23
Male	327	326	99.69	0.31	43.87



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	320	320	100.00	0.00	54.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	619	618	99.84	0.16	48.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	70.59
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	440	439	99.77	0.23	44.42
English Learners	446	445	99.78	0.22	42.25
Students with Disabilities	64	64	100.00	0.00	21.88
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	647	646	99.85	0.15	51.39
Male	327	326	99.69	0.31	53.68
Female	320	320	100.00	0.00	49.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	619	618	99.84	0.16	50.49
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	17	17	100.00	0.00	76.47
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	440	439	99.77	0.23	47.61
English Learners	446	445	99.78	0.22	45.62
Students with Disabilities	64	64	100.00	0.00	21.88
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.6	31.5	23.6
7	20.0	25.8	15.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Nestor Language Academy welcomes participation and support from parents and the community. Our school is committed to working with students and families to ensure all students reach or exceed grade level standards. We know parents play a vital role in student achievement and we encourage parents to be active participants in the various school committees, events, and volunteer opportunities at our school.

Currently, we offer the opportunity for parents to attend meetings and participate in the Language Academy Advisory Council (LAAC), English Language Advisory Committee (ELAC), and Parent Teacher Association (PTA). Parents are invited to attend our monthly Principal's Coffee and other informational meetings as they become available. Our school also hosts events such as Family Reading Night, Family Movie Night, Talent show, Holiday bazaar, Jog-a-thon and our annual Fall Festival.

Research shows a high correlation between parent involvement and effective schools. Therefore, parents are also encouraged to visit our volunteer center to learn about more parent involvement opportunities both in and out of the classroom. For more information please contact the school office at 619-628-0900.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.5	0.1	0.4	0.9	0.9	0.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. Staff reviewed the plan on July 16, 2019. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		24		6		24		6	
1	24		5		24		5		24		5	
2	23		5		23		5		24		5	
3	24		5		24		5		24		5	
4	30		4		30		4		29		4	
5	30		4		30		4		29		4	
6	30		4		29		4		29		4	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.3
Other	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6510.22	420.94	6089.28	87801.55
District	N/A	N/A	9860.58	\$85,055.00
Percent Difference - School Site and District	N/A	N/A	-47.3	1.5
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	24.9	2.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

- Title I, Part A (School-wide/Educationally Disadvantaged Students)
- Title III, Part A (English Language Learners)
- ASES (After School Education and Safety Programs)
- LCFF (Base)
- LCFF (Supplemental/Concentration)
- Lottery (6300 - Restricted)

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		30	33

The South Bay Union School District academic calendar includes two full days and 37 minimum days (early release Wednesdays) that are dedicated to staff development. The two full days are placed at the start of the academic school year, while the minimum days occur throughout the year. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.

Each year, the staff at Nestor Language Academy receives targeted professional development during early minimum days (early release Wednesdays) and through district training opportunities. The professional development delivered is directly aligned with the student achievement goals outlined in the school's Local Control Accountability Plan (LCAP) as determined by a close analysis of student achievement data including, but not limited to, Smarter Balanced Assessments (SBAC), English Language Proficiency Assessment for California (ELPAC), attendance data and suspension rates. Teachers receive 11 professional development sessions on designated minimum days along with the opportunity for an additional 26 Professional Learning Communities (PLC's) dedicated to grade level planning and implementation of lessons. Also, some of our teachers attended professional development opportunities offered by the district on non-contract days. Teachers are also provided with additional professional development support through ongoing coaching opportunities with school's administrators and resource teacher. For the 2018-2019 school year Nestor has hired a consultant for 5 days in order to support the full implementation of Teachers College Reading and Writing Units of Study.

To support the transition to the common core standards, teachers have received support in the areas of common core math, common core language arts, and common core writing, all in English and Spanish. Teachers were instructed on Close Reading, Depth of Knowledge, and Mathematical Practices. Teachers have also received support in English Language Development. Beginning this year all grade levels have also begun implementation of Reader's Workshop and Writer's Workshop. All teachers continue to receive instruction on the implementation and analysis of the Fountas and Pinnell Reading assessments in English and Spanish.