

# Central Language Academy

## 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>	Central Language Academy
<b>Street</b>	415 East G Street
<b>City, State, Zip</b>	Ontario
<b>Phone Number</b>	909-983-8522
<b>Principal</b>	Arlene Rodriguez
<b>Email Address</b>	Arlene.Rodriguez@omsd.net
<b>Website</b>	<a href="https://www.omsd.net/Domain/12">https://www.omsd.net/Domain/12</a>
<b>County-District-School (CDS) Code</b>	3606781906036164

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

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

Central Language Academy strives to provide the best Dual Language program that is research-based. The students, parents, teachers, and staff that work within this program are deeply committed to what two languages, and two worlds, can provide to prepare and inspire each learner as an empowered global citizen. When you have the opportunity to step on our campus, you will soon learn to understand how a few linguistic and cultural modifications to regular education can totally transform the learning process. Central Language Academy is a PBIS Gold Level Award winning school. Central Language Academy is involved in the State's Community's Engagement Initiative as an exemplary Parent and Community Engagement Program. CLA's parent and community engagement program is the model that the state is using to create a framework for Parent and Community Engagement programs across California.

Central Language Academy is a TK through eighth grade school specializing in intensive language immersion and multicultural education. All students participate in language-rich English academic instruction with an option of full or partial immersion in Spanish (students enrolled in the "magnet" Dual Language Immersion program must begin with kindergarten). Once proficient in both English and Spanish, students have the option of taking Mandarin Chinese as a third language of study. The mission of Central Language Academy is to prepare and inspire each individual to achieve to his or her greatest potential and to become a confident, collaborative, compassionate, and responsible global citizen.

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	99
Grade 2	96
Grade 3	93
Grade 4	96
Grade 5	89
Grade 6	69
Grade 7	43
Grade 8	33
Total Enrollment	717

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

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.4
Asian	0.6
Filipino	0.1
Hispanic or Latino	90.9
White	2.9
Two or More Races	1.1
Socioeconomically Disadvantaged	68.6
English Learners	28.5
Students with Disabilities	8.9
Homeless	7.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	31	31	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

### 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: August 2019

Textbooks and Instructional Materials used at Central Language Academy are board approved and adopted (see years noted below).

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 Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 K-6 Lectura Maravillas (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt) - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program  K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent state adoption.	No	0%
<b>Science</b>	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

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

Central Language Academy has adequate classroom, staff, and ancillary spaces. Central Language Academy has 30 classrooms (including classrooms in portables and the main building), a multipurpose room, a library, and an administration building. The main campus was built in 1934. Construction/retrofit projects on the main building were completed during 2019-2020 school year. To promote safety, Central Language Academy is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. CLA offers student supervision before school, during school and after school. Supervision before and after school, during lunch and recesses is by administrators, support team, Teachers and Proctors (lunch/recess supervisors).

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at CLA's school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The Principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Ontario-Montclair School District participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program. During the most recent Facility Conditions Evaluation conducted on August 26, 2019, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and two good repair deficiencies. One of the found deficiencies was remedied 8/26/19 at the time of inspection and the other had a work order on file, as listed in the report. The overall finding was that Students are provided a clean, safe and, functioning learning environment.

### 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:** August 26, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Multi-purpose room: Toilet seat cover dispensers empty (remedied at time of inspection) Boy's Restroom: Urinal is damaged, broken, or clogged (work order #190996 completed 8/26/19) Multi-purpose Room: Toilet seat cover dispensers empty (remedied at time of inspection)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	41	49	43	44	50	50
Mathematics (grades 3-8 and 11)	21	27	31	36	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	418	413	98.80	1.20	49.39
Male	195	193	98.97	1.03	41.45
Female	223	220	98.65	1.35	56.36
Black or African American	18	18	100.00	0.00	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	379	374	98.68	1.32	47.33
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	83.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	304	300	98.68	1.32	40.67
English Learners	190	186	97.89	2.11	35.48
Students with Disabilities	53	53	100.00	0.00	18.87
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	34	32	94.12	5.88	43.75

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	418	413	98.80	1.20	26.63
Male	195	192	98.46	1.54	25.52
Female	223	221	99.10	0.90	27.60
Black or African American	18	18	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	379	374	98.68	1.32	24.87
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	58.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	304	300	98.68	1.32	22.00
English Learners	190	188	98.95	1.05	18.62
Students with Disabilities	53	52	98.11	1.89	9.62
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	34	32	94.12	5.88	31.25

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	21.8	24.1	32.2
7	15.0	20.0	35.0

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

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All families with children enrolled at CLA are asked to donate a minimum of one hour a month (10 hours a year) to help in classrooms or school. Hours can be fulfilled by attending meetings, conferences, field trips and school events, as well as helping out in the workroom and classroom. Work hours are recorded in the CLA Work Center. All parents that successfully meet the 10-hour commitment will be recognized at the end of the school year. Special recognition is given to parents who volunteer significantly more time than the 10-hour minimum.

Parent involvement is an important part of the educational process. We welcome and appreciate this partnership required for a sound educational program for each child. There are many ways for parents to have a role in the education of their children. Below you will find a variety of ways parents can be involved at Central Language Academy.

#### The “Work Center”

Volunteers have an area to gather and work together in assisting classrooms and the school. Anyone who wishes to work in the CLA Work Center needs to check in and out of the front office. Visitor badges must be worn at all times.

#### School/Home Connection

CLA's student growth and progress depend on a cooperative effort between home and school. Communication is very important. Information bulletins, permission slips and monthly newsletters (“The CLA CLAW”) are sent home by the school periodically and posted on CLA's website. The monthly newsletter contains an events calendar to remind parents of upcoming events.

#### Room Parents

Each CLA classroom selects a head room parent the first week of school. This room parent works throughout the year with the teacher to organize events for the classroom. All room parents meet monthly with the Room Parent Coordinator (also a CLA parent).

Parents are also encouraged to volunteer for School Site Council and attend Tiger Talks (Coffee with the Principal). Parents are encouraged to attend Back to School Night, Open House, Parent Teacher Conferences, Awards and other school events/activities. Information about current school events/activities is shared with families and can be found on the CLA website, Twitter account and through flyers. The school mails important news and announcements to families at home and uses the automated telephone system to contact parents.

If you would like more information regarding any of these programs or to volunteer please contact: Administrative Assistant-Lisa Izabal (909) 983-8522 or [Lisa.Izabal@omsd.net](mailto:Lisa.Izabal@omsd.net)

## 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>	1.9	3.0	2.0	2.5	2.4	3.0	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)

Central has completed construction/retrofit projects and began the school year in our main building. The main building and portables were inspected and no deficiencies were noted. Central is an attractive, well-kept site. The school opened in 1934. Maintenance and repair of buildings and grounds are overseen by the district's Operations Department. The district responds effectively to work order requests. The principal and custodial staff work together to ensure the cleaning of classrooms, restrooms, and grounds is maintained by an established schedule. Central is clean, safe, well maintained and all restrooms are in working order. There are boys' and girls' restrooms for both primary and upper grades, and adult restrooms are located inside the main building. To maintain school safety, student may enter and exit campus through three (3) gates which are supervised by adults at the beginning and end of each school day. Parents and other visitors must check into the office and receive visitor badges if they are on campus. Parents are also required to check students out through the office if they are picking up early from school. All staff members have been provided with district ID badges. To ensure student safety, staff provide supervision at the beginning and end of the school day, during lunch and recess times. During recesses, students use two playgrounds which have separate recesses. One of the playground is for TK/Kindergarten students and is kept clean at all times and filled with wood chips. The other playground is for grades 1-8 and it has a clean and safe rubber surface. Our students have recess and lunch at separate times for primary and upper-grade students. Additionally, there is a large field for field sports like soccer. The district maintenance maintains an active facilities inspection and repair system to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs are given the highest priority in order that the educational process continues without interruption or problem. During the most recent Facility Conditions Evaluation conducted on August 26, 2019 by the County's William's team, all buildings, rooms, and grounds are found to be in good repair. The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and two good repair deficiencies, one of which was remedied 8/26/19 and the other had a work order on file, as listed in the report. The overall finding was that Students are provided a clean, safe and, functioning learning environment.

The Comprehensive School Site Safety Plan was developed for Central Language Academy in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was reviewed and discussed with the staff August 2, 2019. School Site Council last approved the Central Language Academy Comprehensive School Site Safety Plan on January 29, 2019. An approved copy of the school site safety plan may be obtained at Central Language Academy's main office or the Ontario-Montclair School District office.

## 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	26		4		26		4		25		4	
1	26		4		26		4		25		4	
2	25		4		26		4		24		4	
3	24		4		24		4		23		4	
4	27		3		30		3		24		4	
5	29		3		24		3		30		3	
6	22	10	16		26	2	20		23		3	
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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$6954.0	\$676.0	\$6277.0	\$90580.0
District	N/A	N/A	\$1608.0	\$87,821.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	118.4	3.1
<b>State</b>	N/A	N/A	\$7,506.64	\$82,663.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-17.8	9.1

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)

- Between the Bells Tutoring
- After & Before School Tutoring
- MathWhizz-Differentiated math program for students in need of math support
- Achieve 3000-Differentiated reading comprehension and fluency program
- Khan Academy-Math online intervention program
- Specific Small Group Interventions
- GATE
- RSP Services
- Dual Immersion Program
- AVID-Advancement Via Individual Determination
- PBIS-Positive Behavior Intervention System
- Activities & Sports-Soccer, Football, Basketball, Volleyball, Lacrosse, Chess, and Coding.
- iLit-Intervention online program for English Learners

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$46,733	\$45,741
<b>Mid-Range Teacher Salary</b>	\$83,119	\$81,840
<b>Highest Teacher Salary</b>	\$100,254	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$132,145	\$129,221
<b>Average Principal Salary (Middle)</b>	\$134,622	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$289,542	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	37%	36%
<b>Percent of Budget for Administrative Salaries</b>	6%	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	37	32	37

Central strives to set continuous rigorous goals that lead to student achievement. A leadership team is established each year with representation from each grade level and support staff. Meetings are held each year to determine a focus for professional development. Feedback from community surveys, school-wide benchmark and state testing data, School Site Council input, parent group input and input from staff are taken into consideration when developing goals. In 2017-18, a more focused look at writing across the curriculum was embedded into the professional development provided to teachers. During the 2017-2018 school year, a continued focus on gifted strategies across settings, differentiated instruction, and data analysis with goal setting was emphasized. During the 2018-2019 there was a focus on collaborative conversations, AVID strategies such as note-taking, organization, and inquiry based teaching. During the 2019-2020 school year, continued focus on collaboration, inquiry, in addition to AVID strategies including note-taking and writing strategies were a focus. Professional development is offered through buy-back days, after school trainings, conference attendance, and classroom visitations by teachers. In addition, the site administrative team performs ongoing walkthroughs and provides feedback to teachers on a continuous basis. In the middle of the year, one on one data meetings are held with teachers and support team members to ensure that identified needs are understood and met through a variety of site and community based services.