

Central Language Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Central Language Academy
Street	415 East G Street
City, State, Zip	Ontario
Phone Number	909-983-8522
Principal	James Valadez
Email Address	James.Valadez@omsd.net
School Website	https://www.omsd.net/Domain/12
County-District-School (CDS) Code	3606781906036164

2022-23 District Contact Information

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

2022-23 School Overview

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 completely 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	94
Grade 2	87
Grade 3	84
Grade 4	91
Grade 5	87
Grade 6	82
Grade 7	53
Grade 8	37
Total Enrollment	720

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	2.4
Filipino	0.4
Hispanic or Latino	92.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	2.5
English Learners	25.1
Foster Youth	0.0
Homeless	3.2
Migrant	0.0
Socioeconomically Disadvantaged	65.4
Students with Disabilities	8.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.50	88.42	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.43	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.32	6.00	0.65	12115.80	4.41
Unknown	1.50	4.82	54.10	5.83	18854.30	6.86
Total Teaching Positions	31.10	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 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%

Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 * Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 * Not from the most recent state adoption. Beginning Spanish Vista Higher Learning, Senderos. Adopted 2022	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

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. There are no planned or completed facility improvements this 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 in October 2022, 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 repair deficiencies were found.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	435	433	99.54	0.46	48.73
Female	223	222	99.55	0.45	50.00
Male	212	211	99.53	0.47	47.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	400	398	99.50	0.50	47.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	83	100.00	0.00	7.23
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	18	100.00	0.00	27.78
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	303	301	99.34	0.66	41.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	47	100.00	0.00	25.53

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	435	433	99.54	0.46	24.71
Female	223	222	99.55	0.45	22.52
Male	212	211	99.53	0.47	27.01
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	400	398	99.50	0.50	23.37
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	83	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	18	100.00	0.00	5.56
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	303	301	99.34	0.66	20.60
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	47	100.00	0.00	14.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	27.27	NT	19.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	121	99.18	0.82	27.27
Female	60	59	98.33	1.67	23.73
Male	62	62	100	0	30.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	107	99.07	0.93	25.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100	0	16.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	100%	99%	98%
Grade 7	100%	100%	100%	98%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

All families with children enrolled at CLA are asked to donate a minimum of one hour a month (10 hours a year) to help the classrooms or school. Hours can be fulfilled by attending meetings, conferences, field trips and school events, as well as helping prepare things for the classroom. Work hours are recorded in an online form. 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 weekly newsletters ("CLA WEEKLY PARENT UPDATE" Newsletter) are sent home by the school and posted on CLA's website. The weekly 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 regularly 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

2022-23 Opportunities for Parental Involvement

events/activities, many of which are held both via Zoom and In Person. Information about current school events/activities is shared with families and can be found on the CLA website, Classdojo, 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	756	742	179	24.1
Female	382	374	87	23.3
Male	374	368	92	25.0
American Indian or Alaska Native	4	4	1	25.0
Asian	3	3	0	0.0
Black or African American	19	19	7	36.8
Filipino	3	3	0	0.0
Hispanic or Latino	696	683	167	24.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	2	16.7
White	19	18	2	11.1
English Learners	196	194	44	22.7
Foster Youth	0	0	0	0.0
Homeless	26	26	5	19.2
Socioeconomically Disadvantaged	556	546	139	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	77	20	26.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.92	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.40	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.00	0.00
Male	0.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Central underwent construction/retrofit projects that concluded prior to the start of the 2019-2020 school year and a new parking lot was completed in September 2020. 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, students 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 playgrounds 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 newly installed turf large field for field sports like soccer, Kickball, and Flag Football, the new turf was installed and completed on October 2021. The district maintenance team 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 in August 26, 2021 by the County's William's team, all 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 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 February 2022. School Site Council last approved the Central Language Academy Comprehensive School Site Safety Plan in February 2022. 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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	23	1	3	
2	26		4	
3	48			4
4	60			3
5	60			3
6	28		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	23	1	3	
2	22	1	3	
3	24		4	
4	32		1	
5	29		3	
6	28		3	
Other	22		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	24		4	
2	22	1	3	
3	21	2	2	
4	30		3	
5	22	1	3	
6	27		3	
Other	17	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7487	695	6792	125,046
District	N/A	N/A	\$1608.00	\$92,419
Percent Difference - School Site and District	N/A	N/A	123.4	30.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	3.0	35.6

2021-22 Types of Services Funded

Between the Bells Tutoring
 After & Before School Tutoring though ELOP (Extended Learning Opportunity Program)
 MathWhizz-Differentiated math program for students in need of math support
 Achieve 3000-Differentiated reading comprehension and fluency program
 I-Ready-Differentiated math program in need of math support
 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,998	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 2018-2019, a more focused look at the writing process and writing across the curriculum was embedded into the professional development provided to teachers. During the 2019-2020 school year, a continued focus on gifted strategies across settings, differentiated instruction, and data analysis with goal setting was emphasized. During the 2020-2021 there was a focus on collaborative conversations, AVID strategies such as note-taking, organization, and inquiry based teaching. During the 2021-2022 school year, continued focus on collaboration, inquiry, in addition to AVID strategies including note-taking and writing strategies were a focus. During the 2022-2023 school year, we continue with our MTSS focus and we are specifically focusing on new skills for our teachers, such as Gradual Release and Differentiated Instruction. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37