

# Central Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Central Elementary School
<b>Street</b>	415 East G Street
<b>City, State, Zip</b>	Ontario
<b>Phone Number</b>	909-983-8522
<b>Principal</b>	James Valadez
<b>Email Address</b>	james.valadez@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Domain/12">https://www.omsd.net/Domain/12</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	3606781906036164

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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.

## 2025-26 School Description and Mission Statement

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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	94
Grade 2	94
Grade 3	91
Grade 4	86
Grade 5	84
Grade 6	84
Grade 7	57
Grade 8	44
<b>Total Enrollment</b>	<b>736</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	3.3
Filipino	0.3
Hispanic or Latino	90.2
Two or More Races	1.6
White	3.5
English Learners	20.7
Foster Youth	0.1
Homeless	5.8
Socioeconomically Disadvantaged	65.6
Students with Disabilities	10.3

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.1	93.3	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	0.32	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	6.41	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	31.1	100	981.4	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30	96.77	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.23	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	31	100	966.6	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27	87.1	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.23	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3	9.68	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	31	100	966.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.10	0	1
<b>Total Out-of-Field Teachers</b>	0.10	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 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. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023	0%

	Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.  6-8 My World Interactive (Pearson) - Adopted 2018	
<b>Foreign Language</b>	Beginning Spanish Vista Higher Learning, Senderos. Adopted 2022	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.  TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.  TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## 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. 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. 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. 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. 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).

## School Facility Conditions and Planned Improvements

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 2025, 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 on 9/25/2025. There were some minor repair deficiencies found, which are listed in FIT report.

**Year and month of the most recent FIT report**

9/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			<ul style="list-style-type: none"> <li>-Replace missing floor box cover near podium-Work Order placed on 10/15/25, Status: In Progress</li> <li>-Adjust or replace ceiling tiles at west window area-Work Order placed on 10/15/25. Work order completed and tiles replaced on 11/24/25</li> <li>-Replace or paint stained ceiling tile near smartboard-work order placed on 10/15/25. Work order completed and stained tile replaced on 11/24/25</li> <li>-Adjust or replace hanging ceiling tiles at west window area. Work order placed on 10/15/25. Work order completed and stained tile replaced on 11/24/25</li> <li>-Repair/replace siding at N/W corner of building. Work order placed on 10/15/26. Status: In Progress</li> <li>-Repair/replace siding and skirting at S/E corner of building, work order placed on 10/15/26. Work order complete and siding and skirting repaired on 12/03/2025.</li> <li>-Adjust ceiling tiles not seated properly and replace any torn tiles as needed. Work order placed on 10/15/25. Work order completed and tiles replaced on 11/25/25.</li> <li>-Door not latching properly-Work Order placed on 10/15/25. Work order completed on 11/13/25.</li> <li>-Reattach/ repair cove base on south wall. Work order placed 10/15/25, Work Ordered and cove repaired on 11/12/25.</li> <li>-Door weatherstrip needs replacement on latch side of door. Work Order placed on 10/15/25. Work order completed on door repaired on 11/13/25.</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			-Relocate items blocking fire extinguisher and electric panels. 36" clearance is required in front of panels. Noted on 10/15/25. Items were removed and area was cleared by staff on 10/16/25.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			-Replace broken cove base tile @ west wall. Work Order placed on 10/15/25. Work Order completed and tile replaced on 12/03/25 -Replace broken cove base tile @ east wall. Work Order placed on 10/15/25. Work Order completed and tile replaced on 12/03/25
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			-Playground soft surface material needs replacement- Work order placed on 10/15/25, Status: In Progress -Replace dead plants and mulch as needed. Remove broken sand bags at S/E exterior of main building- Work order placed on 10/15/25, Status: In Progress

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	49	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	30	36	31	34	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	438	427	97.49	2.51	49.41
Female	226	221	97.79	2.21	52.04
Male	212	206	97.17	2.83	46.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	400	389	97.25	2.75	48.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	58.33
English Learners	74	74	100.00	0.00	6.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	188	188	100.00	0.00	36.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94.12	5.88	16.67

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	438	427	97.49	2.51	36.07
<b>Female</b>	226	221	97.79	2.21	32.13
<b>Male</b>	212	206	97.17	2.83	40.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	11	100.00	0.00	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	400	389	97.25	2.75	35.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	58.33
<b>English Learners</b>	74	74	100.00	0.00	4.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	188	188	100.00	0.00	29.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	48	94.12	5.88	8.33

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	29.46	32.23	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	127	121	95.28	4.72	32.23
<b>Female</b>	65	63	96.92	3.08	19.05
<b>Male</b>	62	58	93.55	6.45	46.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	107	94.69	5.31	29.91
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	12	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	56	56	100.00	0.00	26.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	11	78.57	21.43	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%
Grade 7	98.20%	100.00%	100.00%	100.00%	100.00%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

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

Student growth and success at CLA are strongest when families and the school work together as partners. Clear, consistent communication plays a vital role in supporting our students' learning and well-being. CLA shares important information through multiple channels, including information bulletins, flyers, ParentSquare, ClassDojo, and our weekly parent newsletter, "CLA Weekly Parent Update." These communications are sent directly to families and posted on the CLA website. The weekly newsletter includes an events calendar and key reminders to help families stay informed and engaged in upcoming school activities.

##### 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).

## 2025-26 Opportunities for Parental Involvement

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, 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, Parentsquare, Instagram, 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)

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	779	753	52	6.9
Female	393	376	23	6.1
Male	386	377	29	7.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	28	24	4	16.7
Filipino	--	--	--	--
Hispanic or Latino	699	677	43	6.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	0	0.0
White	28	28	4	14.3
English Learners	179	173	12	6.9
Foster Youth	--	--	--	--
Homeless	55	54	7	13.0
Socioeconomically Disadvantaged	535	524	45	8.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	85	6	7.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.19	0.53	1.67	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0.00
Female	0.25	0.00
Male	3.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.72	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	1.68	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.15	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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. School Site Council last approved the Central Language Academy Comprehensive School Site Safety Plan in May 15th, 2025. 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	25	0	4	0
<b>1</b>	26	0	4	0
<b>2</b>	23	0	4	0
<b>3</b>	22	1	3	0
<b>4</b>	30	0	3	0
<b>5</b>	30	0	3	0
<b>6</b>	28	0	3	0
<b>Other</b>	24	0	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	23	1	3	0
<b>1</b>	24	0	4	0
<b>2</b>	24	0	4	0
<b>3</b>	23	0	4	0
<b>4</b>	30	0	3	0
<b>5</b>	29	0	3	0
<b>6</b>	29	0	3	0
<b>Other</b>	21	0	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	24		4	
2	19	1	4	
3	23		4	
4	29		3	
5	28		3	
6	23	1	4	
Other	30		1	

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7487	695	6792	125,046
<b>District</b>	N/A	N/A	\$1608.00	\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	123.4	17.7
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-45.3	25.9

## Fiscal Year 2024-25 Types of Services Funded

Central Language Academy (CLA) strategically allocates its own site budget to ensure that students receive targeted academic support throughout the school day and beyond. CLA funds multiple intervention and enrichment opportunities, including Between the Bells tutoring, before- and after-school tutoring through the Extended Learning Opportunity Program (ELOP), and specific small-group interventions designed to meet individual student needs. In addition, CLA invests in high-quality instructional programs such as Achieve 3000 for differentiated reading comprehension and fluency, i-Ready for targeted math intervention, NextGen Math, Write From the Beginning, and i-Lit to support English Learners. These resources allow teachers to differentiate instruction, address learning gaps, and accelerate student progress across grade levels.

CLA also prioritizes equitable access to specialized academic pathways and comprehensive student supports. Site funds sustain GATE services, Resource Specialist Program (RSP) services, and the school's Dual Language Immersion (DLI) program, ensuring students receive instruction that supports biliteracy, academic rigor, and inclusion. Additionally, CLA invests in AVID (Advancement Via Individual Determination) to promote college and career readiness, Kagan instructional strategies to enhance student engagement and collaboration, and a robust Social Emotional Learning (SEL) curriculum to support the whole child. These programs collectively strengthen academic outcomes while fostering confidence, resilience, and student ownership of learning.

Beyond academics, CLA uses its budget to cultivate a positive school climate, expand enrichment opportunities, and strengthen family and community engagement. Site funds support PBIS (Positive Behavioral Interventions and Supports), a Student Mentor program, and a wide range of activities and sports, including soccer, football, basketball, volleyball, lacrosse, chess, and coding. CLA also invests in a Community Outreach Consultant and a Student and Family Outreach Assistant to ensure strong partnerships with families, increase access to resources, and promote consistent communication. Together, these investments reflect CLA's commitment to educating the whole child while building a supportive, inclusive, and high-achieving school community.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## Professional Development

Central Language Academy is committed to establishing continuous, rigorous goals that drive increased student achievement. Each year, a representative leadership team, comprised of members from every grade level and support staff, collaborates to identify professional development priorities aligned to schoolwide needs. The development of site goals is informed by multiple data sources, including community surveys, schoolwide benchmark and state assessment data, School Site Council input, parent group feedback, and staff voice.

Over the past several years, the school has implemented a focused and evolving approach to professional learning. In 2021–2022, professional development centered on strengthening the writing process and embedding writing across the curriculum. During the 2022–2023 school year, emphasis shifted to gifted strategies across instructional settings, differentiated instruction, and data analysis to support goal setting. In 2023–2024, the focus expanded to collaborative conversations and AVID strategies, including note-taking, organization, and inquiry-based instruction. This work continued into the 2024–2025 school year, with sustained emphasis on collaboration, inquiry, and AVID-aligned writing and organizational strategies. In 2025–2026, the school deepened its focus on Multi-Tiered System of Supports (MTSS) while continuing to build teacher capacity in instructional practices such as Gradual Release of Responsibility and differentiated instruction.

Professional development is delivered through a variety of formats, including buy-back days, after-school trainings, conference participation, and teacher classroom visitations. The site administrative team conducts ongoing instructional walkthroughs and provides timely, actionable feedback to teachers. Midyear, individualized data meetings are held with teachers and support staff to ensure student needs are clearly identified and addressed through targeted instructional supports and site- and community-based services. During the 2024–2025 school year, Central Language Academy placed a strong emphasis on strengthening core instruction through the implementation of Write from the Beginning and NextGen Math, two instructional programs designed to enhance writing and mathematical understanding across all grade levels.

During the 2025–2026 school year, Central Language Academy continues to deepen implementation of Write from the Beginning with a specific focus on embedding writing across all content areas. Multiple instructional walkthroughs are scheduled throughout the year, with structured opportunities for teachers to receive targeted feedback, instructional strategies, and clearly defined next steps following classroom observations. Teachers are also participating in peer observations to learn from one another and refine instructional practices. Ongoing discussions related to Write from the Beginning are embedded within PLC time, allowing staff to collaboratively analyze student work, share effective strategies, and strengthen vertical and horizontal alignment. This sustained, reflective approach promotes instructional consistency and reinforces Central Language Academy's commitment to high-quality teaching and learning for all students.

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

Subject	2023-24	2024-25	2025-26
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	37	37	37
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