

Serrano Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Serrano Middle School
Street	4725 San Jose Street
City, State, Zip	Montclair
Phone Number	909-624-0029
Principal	Felix Melendez
Email Address	felix.melendez@omsd.net
Website	www.omsd.net
County-District-School (CDS) Code	36-67819-6036289

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

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

Serrano Middle School is a high achieving, student-centered school, where all students reach their full potential. We are recognized as an AVID Model Demonstration School, where all students receive rigorous instruction by dedicated teachers utilizing research-based best practices for success in high school, college and career.

Serrano's tradition of rich academic achievement is exemplified by being the top performing Math Department and the largest growing English Language Arts Department in OMSD. Serrano has also earned Top Middle School Attendance for the last four of the last five years.

In addition to high academic achievement, Serrano offers a variety of enrichment courses, such as: Spanish through Art & Culture, Arabic Exploration, String, Vocal and Orchestra Music, Leadership, Drama, Computer Discovery, and various athletic teams, which complement excellence in student learning.

Mission Statement

Serrano Middle School facilitates student success through a challenging learning environment with high expectations.

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

Grade Level	Number of Students
Grade 7	437
Grade 8	412
Total Enrollment	849

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.7
Asian	3.8
Filipino	1.1
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.5
White	2.6
Two or More Races	1.1
Socioeconomically Disadvantaged	91.9
English Learners	13.1
Students with Disabilities	11.9
Foster Youth	0.1
Homeless	9.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	37	35	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	9

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%
Foreign Language	7-8 Tu Mundo (McDougal Littell) - Adopted 2002 7-8 Realidades (Pearson/Prentice Hall) - Adopted 2004	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	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Serrano Middle School is over fifty years old and has adequate space to accommodate all classes, including playing fields and courts for P.E. The school has twenty-eight permanent classrooms, boys' and girls' locker rooms, a staff room and five portable classrooms. There is a dedicated health office, staffed by a full time Health Aide. There is a multipurpose room, which serves as an auditorium and cafeteria. There is also an covered outdoor eating area and an outdoor assembly area. Serrano has 12 restrooms, all of which are in working order. All classrooms have a SMART board, television, VCR and/or DVD player, computers with internet connection and a printer.

Student Safety

Serrano Middle School maintains a safe and clean environment, both on the school grounds and in the classroom. Select personnel (teachers, administrators, custodial, clerical, CSO, nurse) are issued radios to communicate throughout campus. Students are regularly supervised before, during, and after school hours by staff and administration. All outside visitors are required to sign in at the front office and wear a visitor's identification tag if moving to any other area of campus. All visiting district personnel are required to wear easily viewed identification badges. Every classroom is equipped with a telephone, which has access to office staff and emergency response agencies. The phone system was upgraded in the Fall of 2019 and works in conjunction with the PA system. We have an OMSD grounds crew here weekly maintaining the grounds and the operations department is here as needed per our work order requests to maintain its facilities.

Cleanliness

Serrano Middle School makes cleanliness a priority and ensures a cleanly and sanitary environment daily. Each night, Serrano's custodial staff cleans and maintains its facilities in accordance with district guidelines. They use the district adopted cleaning products and chemicals to ensure proper safety and sanitation requirements. Serrano's campus and grounds are maintained by both Serrano's custodial department and the OMSD Ground Maintenance and Operations departments. Together we are able to provide a clean, orderly, and safe campus for students, staff, and our families. We have the Grounds crew here weekly maintaining the grounds and the Operations department is here as needed per our work order requests to maintain its facilities.

Maintenance and Repair

Serrano is maintained in a manner that assures it is in good repair and functional. The assistant principal meets with the head custodian daily and works with the entire custodial staff (3 custodians) to make certain a daily cleaning schedule is maintained so classrooms, restrooms, and the school grounds remain clean, safe, and orderly, and that the floors, walls, and plumbing system are all in good repair. The plumbing system is functional and good repair, with all toilets and sinks in good working condition. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair and aesthetically pleasing is completed in a timely manner. Graffiti is cleaned up and called into local agencies the same day; frequently the response time is within an hour. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

To assist in this effort, the district's Operations Department conducts an annual in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair, or an upgrade. The district uses a facility survey instrument (FIT developed by the state of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office. The most recent FIT administration took place on January 2019. Serrano received an overall rating of "Exemplary," with all 8 categories (systems, interior, cleanliness, electrical, restroom/fountains, safety, structural, external) noted as being in good repair. At this time, there is no needed maintenance to ensure good repair.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 1-20-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	49	43	44	50	50
Mathematics (grades 3-8 and 11)	44	48	31	36	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	839	837	99.76	0.24	49.46
Male	413	412	99.76	0.24	41.75
Female	426	425	99.77	0.23	56.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	87.88
Filipino	--	--	--	--	--
Hispanic or Latino	746	745	99.87	0.13	47.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	59.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	12	92.31	7.69	75.00
Socioeconomically Disadvantaged	776	774	99.74	0.26	47.55
English Learners	353	353	100.00	0.00	30.31
Students with Disabilities	93	93	100.00	0.00	12.90
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	89	89	100.00	0.00	37.08

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	838	834	99.52	0.48	48.20
Male	412	410	99.51	0.49	48.29
Female	426	424	99.53	0.47	48.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	745	742	99.60	0.40	46.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	54.55
Two or More Races	13	12	92.31	7.69	66.67
Socioeconomically Disadvantaged	775	771	99.48	0.52	46.95
English Learners	353	352	99.72	0.28	30.97
Students with Disabilities	92	92	100.00	0.00	11.96
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	89	89	100.00	0.00	37.08

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.2	19.2	27.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Serrano Middle School encourages meaningful parental involvement through programs and services that stimulate student motivation, success, and emotional support. These programs include Serrano School Site Council, English Learner Advisory Council, Awards Night, Fall and Spring student-led conferences, Open House, Back-to-School Night, Parent Focus Nights, Parents as Partners Workshops, Targeted Redesignation Nights, Coffee with the Principal, and New Student Orientation. Parents also have resources at home to help their children academically. Each student (and parent) has access to SchoolLoop which allows each group to regularly monitor academics and attendance. SchoolLoop is also an integral tool for parents, students, and teachers to communicate regularly.

Parents are encouraged to come on campus and engage with teachers and staff. They are invited to participate in the District and Community Conference and work collaboratively with the principal, assistant principal and staff so that families and students of Serrano Middle School always feel welcome.

Contact Person: Mr. Melendez, Principal (909) 624-0029

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.5	7.4	5.0	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Serrano Middle School maintains a safe and clean environment, both on the school grounds and in the classrooms. Students are regularly supervised before, after, and during hours by staff and administration. We greet all students in the morning and they are required to enter through one main entrance. During the day all main gates are locked and students are not allowed to leave campus without being processed by our main office. All outside visitors are required to enter through one entrance that leads to our main office. All visitors must sign in at the office and wear a visitor's identification badge if moving to any other area of Serrano's campus. All visiting District personnel is required to wear easily viewed identification badges. Every classroom is equipped with a telephone, which has access to office staff and emergency response agencies. The phones also serve as a loudspeaker system. An outdoor intercom system is operational, as well as surveillance cameras in high traffic areas. In regards to other routines and procedures regarding student safety, we have an Emergency Preparedness Plan that was updated in July 2019 and discussed with staff.

Serrano Middle School utilizes the services of one Campus Safety Officer and one Student Mentor to assist with campus safety, student well-being, and supervision. OMSD partners with the Montclair Police Department to provide schools with School Resource Officers.

Emergency Preparedness procedures in place include:

- RAPTOR Check-in System
- Immediate recognition
- Warning signals

Disaster Drills

- Fire: Practice evacuation procedures in case of fire
- Earthquake: Practice drop and cover procedures in the classroom in case of an earthquake
- VIPER: Practice lockdown procedures in the classroom in case of an intruder

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	4	19	3	26	8	20	5	27	6	19	12
Mathematics	29	3	16	6	26	6	21	3	26	7	21	5
Science	29	3	16	6	28	3	21	3	28	4	21	5
Social Science	30	2	19	3	28	3	19	5	28	4	14	12

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	849.0

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

Student Support Services Staff (School Year 2018-19)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8641.0	1894.0	6746.0	91256.0
District	N/A	N/A	1608.0	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	123.0	3.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-10.7	9.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

The following programs are offered and funded by either an outside funding source or through Serrano Middle School's categorical budget. Serrano's budget has been approved by Serrano School Site Council and its members.

1. ASES: After-school program through the city of Montclair
2. Read 180/System 44 Supplemental Reading Plan: Funded by Serrano
3. AVID (Achievement Via Individual Determination) - Categorically funded by Serrano. AVID Tutors are funded by the district
4. Targeted Math and ELA intervention Classes: Categorically funded by the district
5. Data and Instructional Coach: Categorically Funded by the site.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Serrano Middle School professional development is built around both site identified needs and district initiatives. PD for the site is discussed by staff and administrators and is delivered during staff meetings, district workshops, and professional conferences. The 2019-2020 school wide focus is on academic vocabulary and reading. Additionally, teams of teachers will be trained in Universal Design for Learning and AVID strategies. All training will ensure the needs of all students (English Learners, Students with Disabilities, and Socio-economically Disadvantage) are considered in the training and met in the classroom. Serrano Middle School utilizes an Instructional Coach to support students and teachers on a dally basis through model lessons, team teaching, and observations and feedback.