

# Serrano Middle School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Serrano Middle School
<b>Street</b>	4725 San Jose Street
<b>City, State, Zip</b>	Montclair
<b>Phone Number</b>	909-624-0029
<b>Principal</b>	Annamaria Amaro
<b>Email Address</b>	<a href="mailto:anna.amaro@omsd.net">anna.amaro@omsd.net</a>
<b>School Website</b>	<a href="https://www.omsd.net/serrano">https://www.omsd.net/serrano</a>
<b>County-District-School (CDS) Code</b>	36-67819-6036289

## 2021-22 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>	<a href="mailto:info@omsd.net">info@omsd.net</a>
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2021-22 School Overview

### Mission Statement:

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

Serrano Middle School is a high achieving, student-centered school, where all students reach their full potential. All teachers and administrative staff are issued laptop computers which access a school-wide wireless network. All academic classrooms are equipped with Interactive SmartBoards and document cameras. A rigorous staff development plan has been implemented to give Serrano's staff the training necessary to use this technology to improve student learning. We are recognized as a National 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 offers six sections of AVID and continues to provide a successful program with approximately 160 AVID students.

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 five of the last six years. In addition to high academic achievement, Serrano offers over 25 enrichment courses, such as: Spanish through Art & Culture, Arabic Exploration, String, Vocal and Orchestra Music, Leadership, Drama, Computer Coding, Creative

## 2021-22 School Overview

Writing, Broadcast Journalism and an intermural athletic program, which complement excellence in student learning and participation. The Serrano staff are dedicated to meeting the academic, behavioral and social-emotional needs of early adolescents. At Serrano we work hard to provide activities to enhance the academic, personal and social development of each student. Serrano employs a Counselor, Outreach Consultant and two Student Mentors to assist and identify individual student needs and provide interventions and enrichment opportunities to give students every opportunity to reach their full potential.

Serrano students are provided with many opportunities to excel and their achievements are recognized in a variety of activities, including recognition assemblies, performing arts, and athletic competitions. To continue to meet our goal of reductions in office discipline, the Administration, Campus Mentors and Campus Safety Officer oversee all student behavior management issues. Serrano implemented PBIS (Positive Behavior Interventions and Supports) school-wide and will continue to expand this implementation in the upcoming school years. We were recognized as a Silver Medalist for PBIS in 2016-2017, 2017-2018 and a Gold Medalist in 2018-2019. As a district-wide initiative, teachers will continue to receive professional development in California Content Standards, i-Ready and Smarter Balanced Assessments. New performance tasks in ELA and Math are in place and the data collected from these assessments are used to inform instruction. Math and ELA instruction is supported with two Intervention teachers that each teach five periods of Math and ELA Intervention classes, respectively. These Intervention classes are designed to support the academic needs of students that are reaching to achieve academic grade level proficiency.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	446
Grade 8	358
Total Enrollment	804

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.2
Asian	2.7
Black or African American	1.7
Filipino	1.4
Hispanic or Latino	89.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1
White	3.2
English Learners	15.2
Foster Youth	0.7
Homeless	8
Socioeconomically Disadvantaged	90.2
Students with Disabilities	15.4

## 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

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

### 2020-21 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>	33.7	93.8	847.8	91.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	6.0	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	3.5	13.8	1.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	1.8	6.0	0.7	12115.8	4.4
<b>Unknown</b>	0.3	0.9	54.1	5.8	18854.3	6.9
<b>Total Teaching Positions</b>	36.0	100.0	927.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.2
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.2

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.6
Total Out-of-Field Teachers	0.6

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4
<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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
<b>Science</b>	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
<b>Foreign Language</b>	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption.	Yes	0%

	Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008		
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

## School Facility Conditions and Planned Improvements

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 seven 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 a covered outdoor eating area and an outdoor assembly area. Serrano has 12 restrooms, all of which are in working order. All classrooms have a Bogen phone system, SMART board, document camera, 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 Bogen phone system, 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 the facilities.

### Cleanliness:

Serrano Middle School makes cleanliness a priority and ensures a clean and sanitary environment daily. Each night, Serrano's custodial staff cleans and maintains its facilities in accordance with district guidelines. Custodial staff 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 the facilities.

### Maintenance and Repair:

Serrano is maintained in a manner that assures it is in good repair and functional. The administration 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, and/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 22, 2020. Serrano received an overall rating of "Good," 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.

### Planned Improvements:

Serrano Middle School is under construction and will be opening a Wellness, Arts and Technology Center that will be complete in March 2022. This 17,673 square foot facility will include a gym with two full basketball courts that convert into volleyball courts, a performance venue equipped with audio/entertainment system, a multi-media collaboration space and a makerspace where students can create, problem solve, and develop skills, talents, thinking, and mental rigor with a focus on STEM.

<b>Year and month of the most recent FIT report</b>	1-22-20
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## School Facility Conditions and Planned Improvements

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	792	NT	NT	NT	NT
<b>Female</b>	384	NT	NT	NT	NT
<b>Male</b>	408	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	22	NT	NT	NT	NT
<b>Black or African American</b>	15	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	710	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	23	NT	NT	NT	NT
<b>English Learners</b>	118	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	142	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	717	NT	NT	NT	NT

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	126	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	792	NT	NT	NT	NT
<b>Female</b>	384	NT	NT	NT	NT
<b>Male</b>	408	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	22	NT	NT	NT	NT
<b>Black or African American</b>	15	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	710	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	23	NT	NT	NT	NT
<b>English Learners</b>	118	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	142	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	717	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	126	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
<b>All Students</b>	769	720	93.63%	6.37%	49.93%
<b>Female</b>	378	353	93.39%	6.61%	58.20%

<b>Male</b>	391	367	93.86%	6.14%	41.94%
<b>American Indian or Alaska Native</b>	3	3	100.00%	0.00%	0.00%
<b>Asian</b>	25	25	100.00%	0.00%	100.00%
<b>Black or African American</b>	16	16	100.00%	0.00%	0.00%
<b>Filipino</b>	11	11	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	690	642	93.04%	6.96%	48.55%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	
<b>White</b>	23	22	95.65%	4.35%	56.52%
<b>English Learners</b>	117	106	90.60%	9.40%	13.00%
<b>Foster Youth</b>	3	3	100.00%	0.00%	
<b>Homeless</b>	67	63	94.03	597.00%	38.81%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	769	720	93.63%	6.37%	49.93%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	113	104	92.04%	7.96%	16.81%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iREADY Student Groups</b>	<b>iREADY Total Enrollment</b>	<b>iREADY Number Tested</b>	<b>iREADY Percent Tested</b>	<b>iREADY Percent Not Tested</b>	<b>iREADY Percent At or Above Grade Level</b>
<b>All Students</b>	772	709	91.83%	8.18%	68.51%
<b>Female</b>	378	344	91.01%	8.99%	37.04%
<b>Male</b>	394	365	92.64%	7.36%	31.47%
<b>American Indian or Alaska Native</b>	3	3	100%	0.00%	
<b>Asian</b>	25	24	96.00%	4.00%	100.00%
<b>Black or African American</b>	16	15	93.75%	6.25%	0.00%
<b>Filipino</b>	11	11	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	693	632	91.20%	8.80%	31.89%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	23	23	100.00%	0.00%	47.83%
<b>English Learners</b>	118	106	89.83%	10.17%	0.00%
<b>Foster Youth</b>	3	3	100%	0.00%	
<b>Homeless</b>	68	62	91.18%	8.82%	0.00%

<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	772	709	91.84%	8.16%	34.20%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na
<b>Students with Disabilities</b>	111	106	95.50%	4.50%	9.01%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	358	NT	NT	NT	NT
<b>Female</b>	169	NT	NT	NT	NT
<b>Male</b>	189	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	12	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	323	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	49	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	64	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	322	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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, GATE Parent Advisory Council, Special Education Parent Advisory Council, Awards Assemblies, 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, AVID Parent Nights 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. BlackBoard Connect is utilized to broadcast general district and school information. It is also used for emergency communications and is tailored for specific group information by language and program status. Home visits are made by our staff to ensure that families are receiving the support services to help students and families be successful.

Parents are encouraged to become involved, attend online ZOOM advisory committees and offerings, and develop relationships with their child's teachers and our staff. They are invited to participate in District and Community Conferences and work collaboratively with the Principal, Assistant Principal and staff so that families and students of Serrano Middle School always feel welcome.

Contact Person: Annamaria Amaro, Principal (909) 624-0029

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	822	817	65	8.0
Female	394	393	21	5.3
Male	428	424	44	10.4
American Indian or Alaska Native	2	2	0	0.0
Asian	22	22	0	0.0
Black or African American	15	15	3	20.0
Filipino	11	11	0	0.0
Hispanic or Latino	736	731	59	8.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	8	8	0	0.0
White	26	26	3	11.5
English Learners	127	126	12	9.5
Foster Youth	8	7	0	0.0
Homeless	76	76	6	7.9
Socioeconomically Disadvantaged	742	739	57	7.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	131	130	21	16.2

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.03	0.00	2.98	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.63	1.64	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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



## 2021-22 School Safety Plan

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 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 phones also serve as a loudspeaker system. An outdoor intercom system is operational, as well as surveillance cameras in high traffic areas. Serrano Middle School utilizes the services of one Campus Safety Officer and two Student Mentors to assist with campus safety, student well-being, and supervision. OMSD partners with the Montclair Police Department to provide schools with additional school safety. The School Safety Plan is reviewed annually and updated by the Principal and the safety committee. The plan is reviewed with the staff annually at a staff meeting prior to the opening of each school year. The plan was last updated in January 2022. The School Safety Planning Committee and the SSC meet , review and approve the School Safety Plan and adjustments are made as needed in accordance with all state and local health and safety guidelines.

Procedures (Drills) in the Emergency Plan are practiced on a monthly basis and include the following:

- Fire: Practice systematic evacuation procedures in case of fire
- Earthquake: Practice drop, cover and hold on protocols including evacuation procedures in the classroom in case of an earthquake
- VIPER/Lockdown: Practice lockdown procedures in the classroom in case of an intruder
- AED: Practice automated external defibrillator protocols

Key elements of the plan include the following:

1. A disaster preparedness plan with identified personnel and assigned teams
2. Ten scheduled disaster preparedness drills
3. School rules and discipline procedures communicated to students
4. Staff training reviewing the current behavior management and safety systems

Serrano Middle School is currently following all state, county, and district COVID-19 protocols.

Emergency Preparedness procedures in place include:

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	19	12
Mathematics	26	7	21	5
Science	28	4	21	5
Social Science	28	4	14	12

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	20	8
Mathematics	28	5	14	12
Science	29	3	12	12
Social Science	29	3	16	8

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	11	17	8
Mathematics	29	4	15	9
Science	30	3	15	9
Social Science	28	5	15	8

## 2020-21 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	804

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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>	8641.0	1894.0	6746.0	91256.0
<b>District</b>	N/A	N/A	1608.0	\$92,686
<b>Percent Difference - School Site and District</b>	N/A	N/A	123.0	-1.6
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.4	6.1

## 2020-21 Types of Services Funded

Serrano Middle School has services funded through several different categorical funding sources. Serrano is a school-wide Title 1 school. Our School Site Council and Instructional Leadership Team convene on a regular basis and determine which services and programs are needed to best serve our current population of students. Ontario-Montclair School District is providing funding for services that include; a full-time Counselor, Outreach Consultant, Campus Safety Officer (CSO), one ELA Intervention teacher, one Math Intervention teacher, and one Student Mentor. Serrano Middle School provides categorical funding for one additional Student Mentor that provides both social-emotional and academic support to our student body. These services and programs help Serrano achieve its goals for staff development, student achievement, and our goals outlined in our School Plan for Student Achievement (SPSA). Additionally, categorical funds provide for additional instructional supplies and materials that help aid in our instructional delivery of core content standards. These types of services are continually monitored by our School Site Council and our Parent Advisory Committees to make sure that our students are being served according to our goals outlined in our SPSA and that our parents have a voice in both creating and monitoring these services for efficacy throughout the year. Progress monitoring is communicated regularly to our parents from these committees in both printed and digital formats.

The following services and programs are offered and/or 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 (Approved: November 29th, 2021) and its voting members.

1. Montclair After-school Program (MAP): After-school program through the city of Montclair.
2. I-Lit (Inspire Literacy-Comprehensive Reading Intervention Program): Funded by the Ontario-Montclair School District

## 2020-21 Types of Services Funded

3. AVID (Achievement Via Individual Determination) - Categorically funded by Serrano. AVID Tutors are also funded categorically by Serrano Middle School.
4. Targeted Math and ELA intervention Classes: Two Intervention teachers and Intervention programs have been categorically funded by Serrano and the Ontario-Montclair School District.
5. Data and Instructional Coach: Categorically Funded by Serrano Middle School.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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>	\$48,998	\$52,060
<b>Mid-Range Teacher Salary</b>	\$87,146	\$84,043
<b>Highest Teacher Salary</b>	\$105,113	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$138,892	\$133,582
<b>Average Principal Salary (Middle)</b>	\$141,565	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$319,095	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Serrano Middle School offers research-based, ongoing professional development for both classified and certificated employees that is aligned with OMSD initiatives and 5-year Action Plan. Professional development is built around both site identified needs and district initiatives. Professional Development for the site is discussed by staff and administrators and is delivered during staff meetings, district workshops, and professional conferences. The 2020-21 school wide focus is on academic vocabulary and reading. Since schools are using online platforms to start the school year, student engagement strategies will be an additional area of focus. Additionally, teams of teachers are trained in data analysis 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 daily basis through model lessons, team teaching, and observations and feedback.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	12

# Ontario-Montclair School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 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 Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT	NT	NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1919	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT		NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1919	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.