Serrano Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

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 Writing, Broadcast Journalism, Racket Sports, Drill Team 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, Alternative Learning Classroom Teacher, School Family Outreach Assistant 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 before, during and after school. Student achievements are recognized in a variety of activities, including recognition assemblies, performing arts, Extended Learning Opportunity Programs 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 and a Gold Medalist in 2018, 2019, 2020, 2021 and 2022. 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	317
Grade 8	363
Total Enrollment	680

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.9%
American Indian or Alaska Native	0.7%
Asian	3.4%
Black or African American	3.2%
Filipino	0.3%
Hispanic or Latino	89.3%
Two or More Races	1%
White	2.1%
English Learners	16.8%
Foster Youth	0.4%
Homeless	9%
Socioeconomically Disadvantaged	90%
Students with Disabilities	14.1%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.70	93.75	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	3.50	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.81	6.00	0.65	12115.80	4.41
Unknown	0.30	0.92	54.10	5.83	18854.30	6.86
Total Teaching Positions	36.00	100.00	927.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	93.86	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.13	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.50	9.70	0.99	11953.10	4.28
Unknown	1.30	3.49	59.30	6.04	15831.90	5.67
Total Teaching Positions	37.30	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.60	0.30
Total Out-of-Field Teachers	0.60	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023		

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	K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs.	No	0%

	*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.		
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	Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022 Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 *Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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 Licensed Vocational Nurse. 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. In April 2022, Serrano Middle School completed construction and opened a Wellness, Arts and Technology Center. This 17,673 square foot facility includes a gym with two 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.

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, LVN) 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 on site weekly maintaining the grounds and the operations department is on site as needed per 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 April 13, 2022. 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 and an average of 98.36%. At this time, there is no needed maintenance to ensure good repair.

Planned Improvements:
Serrano Middle School is in the process of making improvements to the landscape at the front of the school. The landscape project will be complete by May of 2023.

Year and month of the most recent FIT report	4-13-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 33: repair condensate line on roof
Interior: Interior Surfaces	X			Rm 22 repair counter edging. Rm 25 replace geo tile at exterior of door. BRR: patch/paint interior wall. RmP67: secure loose geo tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			custodian Rm and electrical Rm: electrical panel blocked. Elect Rm: access blocked by pressure washer.
Electrical	X			Mechanical Rm: upgrade to led light in weight room-secure helium tank or have it removed. Rm 9: remove 2 wire extension cords at N door.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			fountain east of Rm 24 not working
Safety: Fire Safety, Hazardous Materials	X			admin office: paint corners of wall/door frame. Sand and paint all interior door frames as needed. Rm 9: Paint peeling at north wall. MPR: test and replace Exit signs. Elec Rm: gasoline not stored properly.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 12,10, 16, 32, P65 door not closing properly. RmP63: install padlock at new gate. Rm 61: grind or repair asphalt trip hazard.

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	46	40	40	47	46
Mathematics (grades 3-8 and 11)	34	36	26	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	669	99.70	0.30	46.49
Female	351	350	99.72	0.28	55.71
Male	320	319	99.69	0.31	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	66.67
Black or African American	23	23	100.00	0.00	34.78
Filipino	--	--	--	--	--
Hispanic or Latino	596	594	99.66	0.34	45.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	69.23
English Learners	102	102	100.00	0.00	7.84
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	359	99.72	0.28	39.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	102	99.03	0.97	18.63

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	670	666	99.40	0.60	36.49
Female	351	350	99.72	0.28	39.71
Male	319	316	99.06	0.94	32.91
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	73.91
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	595	592	99.50	0.50	34.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	102	102	100.00	0.00	9.80
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	357	99.17	0.83	30.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	102	99	97.06	2.94	10.10

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.52	19.89	19.46	22.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	361	359	99.45	0.55	20.06
Female	186	185	99.46	0.54	20.54
Male	175	174	99.43	0.57	19.54
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	42.86
Black or African American	13	13	100.00	0.00	23.08
Filipino	0	0	0	0	0
Hispanic or Latino	322	320	99.38	0.62	18.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	43	43	100.00	0.00	2.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	194	193	99.48	0.52	13.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	5.56

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.4	97.1	98	98	98.4

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.

2023-24 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 necessary to help students and families be successful.

Parents are encouraged to become involved, attend in person and 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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	723	710	153	21.5
Female	375	368	75	20.4
Male	348	342	78	22.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	3	60.0
Asian	25	25	1	4.0
Black or African American	25	25	6	24.0
Filipino	2	2	0	0.0
Hispanic or Latino	642	630	136	21.6
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	8	7	2	28.6
White	14	14	3	21.4
English Learners	135	131	35	26.7
Foster Youth	5	5	0	0.0
Homeless	85	83	16	19.3
Socioeconomically Disadvantaged	659	650	143	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	110	36	32.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.79	2.07	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.07	0
Female	1.87	0
Male	2.3	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.22	0
Foster Youth	0	0
Homeless	1.18	0
Socioeconomically Disadvantaged	2.28	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.73	0

2023-24 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. Bogen, 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 2023. 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
- Violent Intruder/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

2023-24 School Safety Plan

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 as the protocols adapt. Emergency Preparedness procedures in place include:

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	22	19	20	7
Mathematics	25	12	15	8
Science	26	7	15	8
Social Science	27	4	18	7

2022-23 Secondary 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 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	20	21	19	3
Mathematics	22	12	17	4
Science	24	7	17	4
Social Science	26	4	19	3

2022-23 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	340

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,386	2,072	6,313	129,479
District	N/A	N/A	1608.0	$94,232
Percent Difference - School Site and District	N/A	N/A	118.8	33.4
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-4.4	38.9

Fiscal Year 2022-23 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, Alternative Learning Classroom teacher, Outreach Consultant, Campus Safety Officer (CSO), one ELA Intervention teacher, one Math Intervention teacher, and two Student Mentors. 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 and its voting members (Approved: September 28, 2022).
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
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/Instructional Coach: Categorically Funded by Serrano Middle School.
6. Alternative Learning Classroom teacher: Funded by the Ontario-Montclair School District
7. School Family Outreach Assistant: Funded by the Ontario-Montclair School District

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,330	$54,215
Mid-Range Teacher Salary	$91,294	$86,843
Highest Teacher Salary	$110,117	$111,440
Average Principal Salary (Elementary)	$145,803	$140,851
Average Principal Salary (Middle)	$149,251	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$334,284	$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

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 2022-23 school wide focus is on Learning Targets, SEL Lessons, Writing and Gradual Release Model of Instruction. Additionally, teams of teachers are trained in data analysis and AVID strategies. All training and professional development will ensure the needs of all students (English Learners, Students with Disabilities, and Socio-economically Disadvantage) are met and considered 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	7	