

Serrano Intermediate School

24642 Jeronimo Road • Lake Forest CA, 92630 • (949) 586-3221 • Grades 7-8

Robert Sherlock, Principal
Robert.Sherlock@svusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

District Administration

Dr. Clint Harwick
Superintendent

Terry Stanfill
Assistant Superintendent, Human Resources

Geri Partida
Assistant Superintendent, Business

Dr. Kathy Dick
Assistant Superintendent, Educational Services

Tammy Blakely
Assistant to the Superintendent/Director, Pupil Services

Laura Ott
Director, Secondary Education

Terry Petersen
Director, Elementary Education

Diane Lohrman
Director, Special Education/SELPA

School Description

Serrano Intermediate School maintains a strong school culture that supports achievement for all students. Our goal as a professional learning community is to remain dedicated to student success. We strive to maintain high expectations for each member of our community; foster a safe, positive, and caring culture that respects and values students; engage students in a rigorous curriculum based on the Common Core State Standards; and appreciate the diversity and talents of our community members. Our high achieving students population is a direct reflection of our collective and determined efforts. We value parent and community involvement in the education of our students.

Robert Sherlock, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 586-3221.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	575
Gr. 8	616
Total	1,191

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	7.2
Filipino	3.0
Hispanic or Latino	31.0
Native Hawaiian/Pacific Islander	0.1
White	50.7
Two or More Races	5.5
Socioeconomically Disadvantaged	32.6
English Learners	10.4
Students with Disabilities	12.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Serrano Intermediate School	12-13	13-14	14-15
Fully Credentialed		44	49
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Serrano Intermediate School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p> <p>Scholastic Read 180 Adopted 2004</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Big Ideas Math Course 2 by Big Ideas Learning Adopted 2014</p> <p>Glencoe Math Accelerated by McGraw-Hill Adopted 2014</p> <p>California Math Course 3 by McGraw-Hill Adopted 2014</p> <p>Algebra 1: Analyze, Connect, Explore California by Houghton Mifflin Harcourt Adopted 2014</p> <p>Glencoe Geometry, Calif. Edition Adopted 2005</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Prentice Hall CA Science Explorer: Focus/Life Science Adopted 2008</p> <p>Prentice Hall CA Science Explorer: Focus/Physical Sci. Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World His., Med./Early Mod./Holt, Rinehart & Winston Adopted 2007</p> <p>U.S. History, Ind. to 1914 by Holt, Rinehart & Winston Adopted 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our campus sits on a 52-acre plot in a eucalyptus grove. Our facility consists of three classroom wings, a gym complete with a stage and a learning center, a state-of-the-art library with 36 computers, and 12 portable classrooms. We house 1,200 students in 59 classrooms. The campus includes four computer labs, two locker rooms, and the elective wing, which houses art, instrumental music, wood shop, drama, and multimedia classrooms. In addition, Serrano has a Good Morning Serrano daily video broadcast show that recently received updated state-of-the-art video and audio equipment. The campus has recently undergone modernization, and every classroom was renovated and brought into the 21st century. New construction includes a gym with an attached classroom and stage, six additional modular classrooms, additional student and staff rest rooms, and a new food service area complete with additional covered seating for the students. In addition, the parking lot was redesigned to increase student safety and traffic flow. Both our upper and lower fields were renovated and the blacktop was resurfaced. Funding for the modernization and new construction comes from the Measure B bond.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-13-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		Boiler leaking, to be repaired by plumber.
Interior: Interior Surfaces	[X]	[]	[]		Hole in wall, to be repaired by maint. Broken ceiling tile, to be replaced by custodian. T-bar damaged, to be repaired by maint. Carpet unraveling, to be replaced by contractor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		Burnt out light bulb, to be replaced by custodian. Missing electrical plate, to be replaced by electrician.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		Toilet and urinal not working, to be repaired by plumber.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		TV needs to be earthquake strapped, to be repaired by maint.
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	80	87	89	79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	76	78	74	71	74	71	54	56	55
Math	71	68	71	65	65	65	49	50	50
HSS	76	69	75	69	71	71	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	7	7	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.5	21.0	46.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	89
Male	89
Female	89
Black or African American	86
American Indian or Alaska Native	
Asian	97
Filipino	95
Hispanic or Latino	78
Native Hawaiian/Pacific Islander	
White	93
Two or More Races	97
Socioeconomically Disadvantaged	80
English Learners	43
Students with Disabilities	69
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	6	2	5
Black or African American			
American Indian or Alaska Native			
Asian		3	
Filipino			
Hispanic or Latino	15	5	16
Native Hawaiian/Pacific Islander			
White	5	3	0
Two or More Races			
Socioeconomically Disadvantaged	2	10	21
English Learners	12	-7	-16
Students with Disabilities	1	22	26

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Serrano is fortunate to have parents who play an active role in school activities. Volunteers chaperone dances and field trips, help with fund-raisers, and participate in school events such as the Civil War Exhibition and International Week. Three parents serve on our SSC, which meets to review the school plan and budgets. Five parents participate on the English Language Advisory Committee. Our active Student Teacher Parent Organization (STPO) meets monthly to allocate funds and recruit parent volunteers to support our many school activities. We encourage all parents to call our main office at (949) 586-3221 for additional information about volunteering or check our Web page for the contact person from the STPO.

State Priority: School Climate

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

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

School Safety Plan

Serrano has positive and proactive policies in place that establish expected behaviors for our students and enhance the classroom learning environment. In addition to our part-time campus supervisor, the entire staff maintains both general and direct supervision of our closed campus. Our SSC reviewed our Safe School Plan in February of 2013. We update Serrano's emergency plan yearly, and we conduct emergency drills, including fire, earthquake, and lock-downs. In addition, the Serrano Safety Committee meets to discuss procedures and school safety issues.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	7.9	5.3	4.0
Expulsions Rate	0.4	0.5	0.6
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.49
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	27.2	18	18	18	39	38	9	23	17	26	14	14
Math	29.3	29	28	9	10	10	13	13	17	24	22	15
Science	32.9	34	33	4	4	3	5	2	2	32	32	30
SS	32.9	33	33	3	3	3	10	7	4	28	29	28

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,513	\$104	\$4,410	\$85,528
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-15%	-3%
Percent Difference: School Site/ State			-21%	-20%

Types of Services Funded at Serrano Intermediate School

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at Serrano Intermediate School

The major area of focus for staff development is on student and teacher accountability through the data team process. Serrano teachers attended the School Accountability for Instruction, Learning, and Leadership (SAILL) district staff training. Teachers further enhanced their instructional leadership by participating in the data team process training. This process informs instructional decisions with an emphasis on the effective use of materials for core curriculum areas and a review of student progress using student engagement