

Serrano Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Serrano Elementary School
Street	17741 E. Serrano Ave.
City, State, Zip	Villa Park, CA 92861
Phone Number	(714) 997-6275
Principal	Nathan Garrett
Email Address	ngarrett@orangeusd.org
Website	http://www.orangeusd.org/serrano/index.asp
County-District-School (CDS) Code	30-66621-6029938

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

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

Our Vision:

In partnership with our families and community, we are creating a culture of 21st Century Learning engaging our students in college and career readiness, where everyone is a learner, everyone is a teacher, and everyone is a leader!

Our Mission:

The mission of Serrano Elementary School is to become a high performing community school that engages all students in exemplary teaching and learning experiences that are rigorous, differentiated, meaningful and take place in a safe and orderly environment! Scholars will be well equipped to impact, influence and contribute to a global society, with the freedom to explore and develop their strengths!

We will prepare our students for college and career readiness, which includes 21st Century Learning and increased academic achievements for ALL students. Through our collaborative professional learning opportunities we will develop instructional strategies via data collected from formative and summative assessments, provide strategic intervention opportunities to identified students, utilize interim assessments to measure growth and provide practice, progress monitor to ensure individual growth and use additional strategies via Serrano Multi-Tiered Systems of Support and CAST.

ELA- Identified SBAC claims Speaking and Listening. We will deconstruct the standards and ensure specific speaking and listening opportunities are offered in the classroom every day. Teachers will emphasize focused, targeted reading instruction strategies daily. We will use the Reading Counts SRI scores to monitor and measure student growth. And, we will schedule SBAC Interim Assessments.

Math - Identified SBAC claims Concepts and Procedures. We will deconstruct the standards and align instructional strategies for SBAC readiness. Students will be able to use appropriate tools and strategies to think critically, solve problems and will be able to support mathematical conclusions. We will schedule SBAC and use Interim Assessments and analyze SBAC data to inform instruction.

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	73
Grade 2	84
Grade 3	81
Grade 4	67
Grade 5	58
Grade 6	78
Total Enrollment	515

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Asian	11.8
Filipino	1.4
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	0.2
White	38.8
Two or More Races	5.2
Socioeconomically Disadvantaged	30.3
English Learners	11.1
Students with Disabilities	7.8
Homeless	0.2

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19	20	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program was adopted in 2006 for Grades K-5 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. It is fully available for all students. Glencoe, Discovering Our Past, is the adopted Grade 6 program. It is standards-based and fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining the appearance, safety and functionality of Serrano School is important. Serrano Elementary School was built in 1964. The custodial staff takes great pride in their work and support is provided by district staff and outside contractors responding to work orders generated by school staff. In 2002, special emphasis was placed on building a new lunch area, providing new playground equipment, and an outdoor seating area for school assemblies and performance.

A district site inspection of Serrano evaluates the condition of school site facilities and determined that Serrano's facilities achieved a "Good" ranking. The information in the following table is taken from the latest school site inspection. Work orders have been created for all items noted as fair with our custodial staff and/or district maintenance department.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 8/17/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Boys Restroom: Tile needs epoxy like other restrooms Girls Restroom: Tile needs epoxy like other restrooms

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys Restroom: Tile needs epoxy like other restrooms Girls Restroom: Tile needs epoxy like other restrooms Room 21: 9.Drinking fountain water pressure too high room 34: 9.Drinking fountain water pressure too high
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	K-1: 12.Facia board rott
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	66	57	57	50	50
Mathematics (grades 3-8 and 11)	49	55	43	44	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	287	276	96.17	3.83	65.94
Male	154	145	94.16	5.84	62.76
Female	133	131	98.50	1.50	69.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	39	39	100.00	0.00	71.79
Filipino	--	--	--	--	--
Hispanic or Latino	124	119	95.97	4.03	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	104	98	94.23	5.77	71.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	100.00
Socioeconomically Disadvantaged	104	100	96.15	3.85	54.00
English Learners	60	60	100.00	0.00	53.33
Students with Disabilities	21	18	85.71	14.29	27.78
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	272	95.10	4.90	55.15
Male	153	141	92.16	7.84	58.87
Female	133	131	98.50	1.50	51.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	39	39	100.00	0.00	82.05
Filipino	--	--	--	--	--
Hispanic or Latino	123	117	95.12	4.88	35.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	104	97	93.27	6.73	64.95
Two or More Races	11	10	90.91	9.09	80.00
Socioeconomically Disadvantaged	103	98	95.15	4.85	38.78
English Learners	60	60	100.00	0.00	43.33
Students with Disabilities	21	17	80.95	19.05	23.53
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	25.0	50.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

With an amazing level of parent and community support, there are many opportunities for parent leadership. Parents hold positions of leadership on campus in activities and groups such as; School Site Council, PTA Fundraising, Talent Show, Room Parents, Reading Support, Art Masters, classroom volunteers and Family Fun Nights. Our parents are trained by school and district staff to assist in our school's instructional programs. Parents have opportunities to provide direct input regarding school programs. Fundraising efforts, through the generous and strong support of the parents and community, have enhanced our school's programs greatly. Parent education nights and family fun nights are presented throughout the school year in order to increase the connection between Serrano and our parent community.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.0	0.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of School and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Serrano Elementary School provides a safe and positive learning environment for all students. Gates are locked during the day to prevent unauthorized access to the school grounds. To maintain security, visitors to our school are required to enter through the office and check-in for identification purposes. This year Serrano has implemented the Raptor system, which is an electronic check-in system that scans each volunteer/visitor's State-issued ID and checks the sex offender database and gives instant notifications to the principal.

Teachers are trained in district procedures regarding student safety. Maintaining the safety and functionality of Serrano Elementary is of utmost importance. Classroom doors are kept locked during the day, and each room is equipped with a "Lock Blok" device in order to make lock-down situations more safe for teachers. A comprehensive safety and disaster plan is in effect and practiced twice a year. Fire and/or earthquake drills are conducted monthly. Serrano's PTA purchased equipment and supplies for every classroom for emergency use.

Each classroom is equipped with a two-way radio to enhance communication in an emergency situation. Also, all schools in the district are linked through an emergency radio contact system and district radio drills are held periodically for preparation in case of emergency. The staff and community work together to maintain a safe campus; including partnerships with our local Fire Authority, Orange County Sheriff Department, and California Highway Patrol.

Serrano Comprehensive Safe School Plan is approved annually by the School Site Council each spring.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		3		24		3		27		3	
1	28		3		30		3		30		2	
2	28		2		29		3		31		3	
3	27		3		32		1		30		2	
4	34			2	34		1	1	29		3	
5	32		1	2	31		2		33			1
6	32		3		31		3		34			3
Other**					33			1				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5355.10	0	\$5355.10	\$77400.21
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-21.1	-8.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-33.5	-6.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

Serrano Elementary School operated the following categorical programs for the 2018-19 school year:

- Local Control Accountability Plan
- Title III
- Native American tutoring
- Title VI (library and computer)

In addition:

- PFO (Parent Faculty Organization) donations

These other funding sources from the parent group donations support a school wide Art Masters program, field trip supplementation, Class Act Music, after-school enrichment classes, Physical Education support classes for all grades, and school wide assemblies. In addition, Serrano receives private donations from parents and local business partnerships.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Staff development opportunities were provided through staff meetings, grade level meetings, conferences and school-based in service meetings on modified Wednesdays. There are six partial days dedicated to continuous improvement when teachers participate for a two hour interval over two different days.

Professional development for 2019-20 is based on analysis of data and goals will be to develop instructional strategies through formative assessments, analyzing data and setting goals, utilize Interim assessments, progress monitor, and additional strategies via Serrano MTSS and CAST. Identified ELA claims to target: Speaking and Listening. Teachers will be guided to deconstruct the standards, ensure specific speaking and listening opportunities and ensure focused targeted reading instruction and schedule interim assessments. Professional development for math: leadership will guide teachers in identifying concepts and procedure deconstruction of standards. Professional development in the area of ELD: identify EL students and their performance levels on CELDT, DIBELS, RI and MI. Leadership will train staff on policy and procedure for EL instruction: Know students by name and proficiency levels, Target instruction to each child's English language proficiency level, Follow developmental scope and sequence of language skills, Include specific instruction in the syntactical and grammatical aspects of language, Provided for ALL EL students, including advanced levels, Group students of similar proficiency level for language instruction for district required EL instructional time, Assess students' progress in English proficiency, ongoing. Professional development for grades 3-6 SBAC Interim and strategies for implementation.