Serrano Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

Contact Information (School Year 2016-17)

School 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	Katherine W, Rizzo
E-mail Address	rizzokw@orangeusd.org
Web Site	http://www.orangeusd.org/serrano/index.asp
CDS Code	30-66621-6029938

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Serrano Elementary School is one of twenty-seven elementary schools in the Orange Unified School District. It was selected as a 2014, 2010 and 2004 California Distinguished School. Serrano is the only elementary school in OUSD to receive this award three times. In 2016, Serrano was named a Gold Ribbon School. The school opened in 1964 on 11.1 acres of land and is located at 17741 E. Serrano Avenue, just off of Santiago Blvd, in the neighborhood community of Villa Park. Serrano is proud to have recently celebrated 50 years of success for students and families. Serrano functions on a traditional August to June calendar. Approximately 574 students are enrolled in grades kindergarten through six for the 2015-2016 school year.

The student-teacher ratio in kindergarten through sixth grade is a 30:1 ratio.   In addition to the nineteen Serrano classrooms, the campus provides a resource learning lab, and a state of the art computer lab and library to support the academic program for students. The school has a networked computer system allowing students access to computer software, research tools and the Internet from every part of the school campus.

Serrano Elementary School reflects a strong academic focus with high expectations for student achievement and behavior. Our staff and teachers are dedicated to providing every student with an excellent, well-rounded education. The parents and community of Orange and Villa Park support the staff and students to make a significant difference at Serrano School. Serrano is a school focused on building and supporting 21st Century Skills in every Serrano Eagle and thus driving to prepare students to be college and career ready.

The faculty and students at Serrano continue to focus in the academic area of a shift in application by using close reading with complex text and citing evidence along with academic vocabulary. This year we continue to focus on refining our integration of the CCSS, Common Core State Standards, and reflect upon the 2014-2015 Smarter Balanced Assessment scores. Additionally student programs develop an emphasis in math and science. All aspects of the curriculum are taught in a meaningful way with the mastery of basic skills the primary goal. Enrichment opportunities with challenging support activities are included as part of the academic program. Technology is integrated throughout the curriculum to emphasize the process of learning.

Serrano Elementary School reflects a safe, welcome and friendly environment, which involves student in purposeful activities that promote positive, life-long values. Serrano teachers provide a warm and caring atmosphere for their students. This same caring attitude is visible in interactions between office staff, noon supervisors, aides, the school principal and students. Serrano is known to be a place where children feel safe and free to learn.

Serrano's percent of students by racial/ethnic group, based on last school year:

Black or African American: 2%
American Indian or Alaska Native: 0.3%
Asian: 16%
Filipino: 0.7%
Hispanic or Latino: 36%
White: 42%
Two or more races: 2%
Socioeconomically Disadvantaged: 22%
English Learners: 10%
Students with Disabilities: 7%

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	70
Grade 3	80
Grade 4	90
Grade 5	98
Grade 6	91
Total Enrollment	579

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	14.9
Filipino	0.9
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	0
White	42.7
Two or More Races	3.1
Socioeconomically Disadvantaged	20
English Learners	12.8
Students with Disabilities	6.7
Foster Youth	0.3

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	21	20	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: 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 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted the Medallions revision of the HM program in 2009 . Grades K-5 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. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Science Program adopted in 2008 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%
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%
Foreign Language	N/A	Yes	N/A
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 adpotion cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	All Serrano students receive Art Masters lessons through classes funded by the school parent organization. In addition, Serrano has received a Class Act Grant partnership with the Pacific Symphony Orchestra. Students received music appreciation and lessons from members of the PSO.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	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 2000/2001, the school was repainted and 2 new portable classrooms were added to the facility. 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 performances.

The library was enlarged to provide support for all students in reading and research. The facilities are enhanced by gardens outside the office and the kindergarten classrooms. The campus is kept clean by student service groups.

In 2004, the campus was secured with fencing surrounding the entire campus. The kindergarten rooms were fenced in 2006 to attach to the rest of the school. All visitors check in through the office and obtain a visitor badge before entering a classroom. Teachers are on duty at recess and after school in the parking lot. Noon supervisors provide supervision for students during lunch as well as teachers leading activities to develop leadership skills and sport activity. The principal is visible on campus.

In 2006 the playground and parking lot was resurfaced . Serrano is scheduled for new asphalt to create a smooth surface free of cracks and holes that may be dangerous for staff and students.

Each year the exiting sixth grade class provides a gift to the school. These gifts have included benches, planters, and gardens.

Construction took place on the Serrano campus during the summer of 2009 to expand 9 small classrooms (from the 20:1 class size reduction) to 6 regular sized classrooms.

A district site inspection of Serrano occurs in June to evaluate the condition of school site facilities. Planned improvements include repairing severe sidewalk unleveled and cracks, and improving the driveway to ease the traffic congestion before and after school. The trash area is scheduled to be relocated due to blind spots created by the brick enclosure, and cars using the driveway cannot see all walking traffic. Additional speed bumps have been added to the driveway. An additional walkway is planned for the front of the school due to muddy areas following rain. This plan will provide more "wait" space for parents picking up students in a safe manor without standing in the muddy areas or blocking sidewalks.

The information in the following table is taken from the latest school site inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/18/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys & Girls RR 71: 2: exhaust fan inoperable Staff RR 71: 2: exhaust fan inoperable Unisex RR Hallway: 2: exhaust fan inoperable Women's RR hallway: 2: exhaust fan inoperable.
Interior: Interior Surfaces		X		Boys RR by 43: 4: Patch & paint wall by door. Girls RR by Rm 42: 4: Ceiling cracked, needs skim coat and paint. Repair wall by door. Missing light diffuser. Kitchen by Rm 53: 4: cracked missing floor tile by rear oven, patch holes above sink from old so
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Principal Office: 7: need cover over cable box and phone power supply. Rm 51: 4: patch/plaster wall at south doorway. 7: need cover on electrical box on west wall. Rm 54: 7: cable box cover needs to be secured.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm 33: 4: dirty ceiling tiles, door jambs need painting. 12: facia needs repair, paint.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground by 10 wing: 15: East fence line has significant lean to it, handball wall needs paint.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/18/2016				
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	56	50	53	44	48
Mathematics	48	52	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	80	97.6	56.3
	4	97	91	93.8	57.1
	5	99	95	96.0	52.6
	6	93	90	96.8	58.9
Male	3	44	44	100.0	50.0
	4	53	52	98.1	51.9
	5	51	50	98.0	44.0
	6	51	49	96.1	61.2
Female	3	38	36	94.7	63.9
	4	44	39	88.6	64.1
	5	48	45	93.8	62.2
	6	42	41	97.6	56.1
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	11	11	100.0	54.5
	4	12	12	100.0	83.3
	5	--	--	--	--
	6	18	18	100.0	94.4
Filipino	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	34	33	97.1	51.5
	4	39	37	94.9	43.2
	5	35	33	94.3	33.3
	6	28	27	96.4	40.7
White	3	34	33	97.1	57.6
	4	42	38	90.5	63.2
	5	45	44	97.8	54.5
	6	41	40	97.6	57.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	17	17	100.0	23.5
	4	25	25	100.0	40.0
	5	15	14	93.3	21.4
	6	17	17	100.0	47.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	80	97.6	66.3
	4	97	91	93.8	52.8
	5	99	95	96.0	41.0
	6	93	90	96.8	48.9
Male	3	44	44	100.0	68.2
	4	53	52	98.1	51.9
	5	51	50	98.0	46.0
	6	51	49	96.1	53.1
Female	3	38	36	94.7	63.9
	4	44	39	88.6	53.9
	5	48	45	93.8	35.6
	6	42	41	97.6	43.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	3	11	11	100.0	72.7
	4	12	12	100.0	83.3
	5	--	--	--	--
	6	18	18	100.0	77.8
Filipino	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	34	33	97.1	60.6
	4	39	37	94.9	32.4
	5	35	33	94.3	27.3
	6	28	27	96.4	29.6
White	3	34	33	97.1	66.7
	4	42	38	90.5	65.8
	5	45	44	97.8	45.5
	6	41	40	97.6	50.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Socioeconomically Disadvantaged	3	17	17	100.0	41.2
	4	25	25	100.0	24.0
	5	15	14	93.3	21.4
	6	17	17	100.0	41.2
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	83	74	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	99	95	96.0	73.7
Male	51	50	98.0	76.0
Female	48	45	93.8	71.1
Hispanic or Latino	35	33	94.3	60.6
White	45	44	97.8	79.6
Socioeconomically Disadvantaged	15	14	93.3	57.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.5	17.7	63.5

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.

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 (School Year 2016-17)

The commitment of community involvement at Serrano School is exemplary and provides tremendous support for students, staff and programs. The Serrano Parent-Faculty Organization (PFO) is the main representative parent group and provides excellent support for all students and teachers on a variety of levels. In addition to following traditional avenues of fund-raising and classroom volunteering, the PFO contributes directly to educational activities and student curriculum. Every year, the PFO makes a contribution to every teacher for classroom supplies to augment what is available in each classroom and the school's library. A variety of programs are provided by the PFO to educate students. Programs for the 2015-2016 school year include the "Art Masters" series, performances by the Pacific Symphony Orchestra through the Class Act Grant, and a unique and dynamic Physical Education support program. Each month students are acknowledged for achievement with the monthly PRIDE assembly. Students receive the "Eagle of the Month" award as well as a variety of achievement awards. Parents and community members are invited to attend.

To enhance and broaden the student experience, the PFO supports programs such as: Chess Club, Art Class, Choir, Hip-Hop Dance, Ceramics Club, Science Adventures, STEM Challenges, two Book Fairs, Math Team, Robotics, SETV, Student Council, Talent Show, Family Education Night, 6th Grade Promotion, a Teacher Appreciation Day each month and school wide enrichment assemblies that enhance the curriculum. This year we have added Stride Academy, an adapted computer program utilized by all K-6 students in English Language Arts, Mathematics, and Science. Each year the PFO sponsors Red Ribbon Week and Walk to School Day activities to support healthy choices. In addition, Week of the Reader highlights student reading and writing. This year Serrano has once again been awarded the distinction of being a Class Act School partnering with the Pacific Symphony Orchestra.

Serrano is fortunate to have the active and enthusiastic Serrano Dads to help maintain school facilities and support the classroom teachers and students. Thanks to the Serrano Dads, students have back pack racks as well as bulletin boards provided for all classrooms and the office area for student work and important announcements. The Serrano Dads also help set up the annual school carnival. Additionally, the dads at Serrano honor students by selecting a student artist of the month announced at the PRIDE assemblies through the Art Masters program.

In 2001, The Serrano Foundation was established to support school projects. Over the last fifteen years, the Foundation has been the main contributor of technology to Serrano and this year is no different. With the support of the teachers, students and community, the Foundation will be purchased classroom iPads for all Kindergarten through 3rd Grade classes and Chromebook Carts for the upper grade classrooms.

Additionally, parents are elected to the Serrano School Site Council for two year terms to represent the general school population. The SSC oversees the School Improvement Program, which addresses components of the Single Plan for Student Achievement. (SPSA) The Site Council is involved in the evaluation of the school's educational program. For the 2015-2016 school year, the ELAC group has voted to have a representative from ELAC attend the School Site Council meetings in order to represent the needs and concerns of all ELD Serrano students. The community works well with staff in providing a harmonious environment that helps our students achieve academic excellence, self-responsibility, and a healthy self-esteem. Since 2010, by a majority vote, the ELAC has merged with SSC, and a representative of ELAC maintains a membership role in SSC. The community works well with staff in providing a harmonious environment that helps our students achieve academic excellence, self responsibility, and a healthy self-esteem.

Finally, parents are actively involved in all aspects of the school. Parents and grandparents are welcomed and volunteer in classes on a daily basis.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.0	1.2	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the Districts 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 Student 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 strives to provide a safe school and positive learning environment for all students. Standards for behavior are high and a zero tolerance for knives, guns and explosives is practiced. Serrano Student Rights provide personal rights and a positive learning environment for all students. Every student recites the Serrano Student Rights daily in the classroom. All students are asked to review school rules and policies with their parents as outlined in the Principal Handbook for Students. It is a requirement to return a signed acknowledgement from student, parent and teacher. Within the acknowledgement is a student generated goal for all major academic areas with an opportunity to track progress.

Serrano maintains a comprehensive school wide discipline plan. Serrano was awarded a three year PBIS (Positive Behavioral Intervention System) grant through the Orange County Department of Education. PBIS is a national initiative. All bullying behavior that conflicts with student safety or learning is addressed swiftly. Procedures are implemented to encourage good decision making for students to create a safe school environment. If a student breaks a school rule, any incident is used as a learning experience. Individual behavior contracts are used as needed. Staff, parents and students have reported that the school wide plan is fair.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly in accordance with Orange Unified School District policy. The Orange County Fire Department provides annual checks for all safety factors throughout the school. Serrano School purchased a shipping container to hold all supplies for quick access in case of an emergency. Additionally, the Dad's Club provided signs for every classroom to be used at all drills. All teachers have assigned duties and participate in the safety procedures at Serrano. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster.

Providing a safe environment for our students is of paramount concern at Serrano Elementary School. Serrano is a closed campus. The school is protected by a fence that is locked at the beginning of the school day and opened for students to exit with the last bell. In 2006, the fencing was extended to include kindergarten classrooms which now encloses all student classrooms. All visitors to the campus must enter through the office, sign-in and wear a volunteer button. In compliance with SB 187, the safety committee has prepared a Safe Schools Plan which can be found in the school office. The School Safety Plan is updated by the staff annually during the month of February. Serrano Staff has scheduled duty assignments to provide supervision in the parking lot, and playground area. The principal additionally supervises at recess and lunch to provide for student safety as well as at the entrance and exit gates. Support staff is assigned to provide student activities for recess for safe play.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		32		2		32		2	
1	30		2		31		2		31		2	
2	30		3		29		3		29		3	
3	34			3	31		3		31		3	
4	35			2	32		1	2	32		1	2
5	32		1	2	28		3		28		3	
6	30		3		29		3		29		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.40	N/A
Social Worker	0	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist	1	N/A
Other	.50	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4387.53	46.56	4340.97	77246.16
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	10.2	-0.3
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-20.9	0.8

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

Types of Services Funded (Fiscal Year 2015-16)

Serrano Elementary School operated the following categorical programs for the 2015-16 school year:
- Local Control Accountability Plan
- Title III
- Native American tutoring
- Title VI (library and computer)

In addition:
- PFO (Parent Faculty Organization) donations
- Serrano Foundation 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Staff development opportunities were provided through staff meetings, grade level meetings, conferences and school-based in service meetings on modified Wednesdays. During the 2015-16 school year, there was one teacher preparation day before the first day of school. Teachers participated in on-site staff development opportunities offered on the weekly modified Wednesdays. Training was held on Common Core State Standards (CCSS) Thinking Maps, English Language Development, Writing strategies, and in music appreciation as a part of the Class Act grant with the Pacific Symphony Orchestra. In addition, reading comprehension using literature was presented in a two-day training using roving substitute teachers. In addition, staff members were trained by Educators Co-op as part of the OUSD initiatives moving into Common Core and students becoming 21st Century Learners. A team of Serrano staff attended trainings and a county wide conference on RtI (Response to Intervention).

A comprehensive, standards-based professional development program is essential in achieving a balanced curriculum to meet the needs of students. Each year, the staff identifies the areas of focus for staff development based on the analysis of standardized test scores and student work. Data-driven dialogue assessment results guide the staff in selecting in services to promote research based best practices. In the 2015-16 school year, Serrano staff development supported defining and implementing CCSS, problem solving, the writing process, and the integration of technology in the curriculum. Thinking Maps and English Language Development was presented in the 2015-16 school year. There was continued support in the writing process along with an emphasis on science articulation and math were the focus. Currently staff was provided support and training in Common Core standards of English language arts and incorporating them into our reading program. Upper grades continue the ExCEL reading program model, and primary grades use the tenets of Daily 5 and the CAFE model along with the OUSD initiative of Units by Design. The enVision math program is used for all grades K-6.   Serrano followed OUSD training in response frames, content objectives, purposeful grouping, scaffolding and feedback in preparation for CCSS. All schools follow the instructional programs as adopted by the Board of Education. Curriculum frameworks from the state provide direction for the curriculum. The District has a Special Education program, which insures proper placement and opportunities for all special education students, as well as additional support for second language learners, and students with special needs.

Professional development for 2016-17 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, and Reading. 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.