

Serrano Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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	Laura Kresl
Email Address	lkresl@orangeusd.org
Website	http://www.orangeusd.org/serrano/index.asp
County-District-School (CDS) Code	30-66621-6029938

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	84
Grade 1	76
Grade 2	78
Grade 3	82
Grade 4	89
Grade 5	64
Grade 6	66
Total Enrollment	539

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
Asian	10.4
Filipino	1.5
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.2
White	39.5
Two or More Races	6.1
Socioeconomically Disadvantaged	29.1
English Learners	10.8
Students with Disabilities	4.6
Foster Youth	0.4
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	20	23	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. 9-20-21 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 10, 2020.

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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Amplify Science was adopted in 2019 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%
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
Visual and Performing Arts		Yes	N/A

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

School Facility Conditions and Planned Improvements

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 and individual repairs in all other categories with our custodial staff and/or district maintenance department.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	K2: 4: Loose ceiling tiles, 13: Accumulated refuse in gutter Kitchen: 4: Counter top edge damage, 15: Window on door cracked Room 24: 4: Paint peeling on wall, nail protruding out of the wall, 12: Dry rot on fascia board, 15: Small hole in window Room 41: 4: Holes in wall where TV mount was removed Room 42: 4: Holes in wall where TV mount was removed, 15: Hole in window Room 51: 4: Wall needs repair where raceway was removed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	50's Mechanical room: 5: Stored sand bags Back parking lot: 5: Accumulated refuse along fence Mechanical room: 5: Accumulated torn sand bags on floor Room 31: 6: Termite damage by window, 15: Window glaze eroded
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Portable 71: 9: Drinking fountain pressure too high
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	Custodial room: 12: Rust erosion on metal post on overhang K1: 13: Dry rot on fascia board, accumulated refuse in gutter K2: 4: Loose ceiling tiles, 13: Accumulated refuse in gutter Main Office: 13: Dry rot on fascia board, 15: Dry rot on window frame Room 12: 13: Downspout missing Room 13: 13: Dry rot on fascia board Room 21: 12: Dry rot on fascia board Room 22: 13: Dry rot on fascia board Room 24: 4: Paint peeling on wall, nail protruding out of the wall, 12: Dry rot on fascia board, 15: Small hole in window Room 33: 13: Dry rot on fascia board, Paint eroded on fascia board Room 34: 13: Dry rot on fascia board Room 43: 12: Dry rot on fascia board Room 44: 12: Dry rot on fascia board
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	40's Boys Restroom: 15: Door louver damage 53/54 Library: 14: Crack on walkway Kitchen: 4: Counter top edge damage, 15: Window on door cracked Main Office: 13: Dry rot on fascia board, 15: Dry rot on window frame Portable 73: 14: Accumulated refuse in gutter Room 24: 4: Paint peeling on wall, nail protruding out of the wall, 12: Dry rot on fascia board, 15: Small hole in window Room 31: 6: Termite damage by window, 15: Window glaze eroded Room 42: 4: Holes in wall where TV mount was removed, 15: Hole in window Room 52: 14: Walkway deteriorating by threshold
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	66	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	55	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	47	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 and PFO. They are involved in many different capacities, even during the global pandemic. 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 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

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's 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		3		27		3		28		3	
1	30		3		30		2		31		2	
2	29		3		31		3		31		2	
3	32		1		30		2		27		3	
4	34		1	1	29		3		30		3	
5	31		2		33			1	32		1	
6	31		3		34			3	33			
Other**	33			1					30		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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5315.39	0	\$5315.39	\$83794.50
District	N/A	N/A	\$6616.90	\$86,774

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-21.8	-3.5
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-37.3	0.9

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

Types of Services Funded (Fiscal Year 2019-2020)

Serrano Elementary operated the following categorical programs for the 2019-20 school year:

Local Control Funding Formula Funds - to support foster youth, English learners, and socioeconomically disadvantaged students. Part of Serrano categorical funds were used to purchase technology to support the language acquisition of our English Learners. In addition, extensive teacher and support was provided through professional development, coverage for data analysis and small group intervention planning.

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	14

School-based staff professional development is continuous and on-going. Serrano uses the Modified Wednesdays as professional learning days to expand our strategies and instructional practices including the following: implementing MTSS (Multi-Tiered Systems of Support), improving best writing instruction through Write From the Beginning and Beyond, utilizing Mathematical Practices through EnVision math, incorporating WICOR AVID instructional strategies, integrating technology in the classroom, differentiating instruction to meet the needs of all students, reviewing and analyzing data to develop a plan to address the areas of need (individual, class, grade level, and school).

Professional development plans are created as a result of staff looking at student achievement data and identifying areas of focus. Teachers are supported by our district instructional coaches, educational specialists, grade-level teachers, and the principal. The primary area of focus is to use data to differentiate instruction to meet the needs of ALL students including EL, Foster Youth, At-Risk and GATE identified students.