

Serrano Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

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 and Reading. 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 2017-18)

Grade Level	Number of Students
Kindergarten	72
Grade 1	89
Grade 2	86
Grade 3	73
Grade 4	59
Grade 5	73
Grade 6	80
Total Enrollment	532

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	13.2
Filipino	0.9
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	0.0
White	38.2
Socioeconomically Disadvantaged	31.6
English Learners	13.9
Students with Disabilities	8.6
Foster Youth	0.4

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	20	19	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: October 11, 2018

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. 16-18-19 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 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	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%
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 performances.

A district site inspection of Serrano occurs in June to evaluate the condition of school site facilities. Planned improvements include repairing severe sidewalk unlevelled and cracks, and improving the driveway to ease the traffic congestion before and after school. 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)

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 71 CARES Portable Boys & Girls RR 71: 2: Exhaust fan inoperable Women's Restroom in Hallway: Floor covering and paint WIP - Summer 2018 2: exhaust fan inoperable
Interior: Interior Surfaces	Fair	Custodial Closet in Hallway: Floor covering and paint WIP - Summer 2018 7: need switch plate cover K1: 4: Wall need paint, stables in upper wall surface, clouds painted on ceiling tiles of lower ceiling, boys restroom terazzo stained, inside of door and door jamb needs paint. Rm 12: 4: Refinish sink cabinet, patch anchor holes in walls, paint jambs. Rm 13: 4: Peeling paint below windows; sink cabinet needs refinishing 5: Carpet and Baseboards dirty in corners and at wall/baseboard intersection Rm 22: 4: Patch holes from old monitor, refinish sink cabinet Rm 23: 4: Patch holes from old monitor, refinish sink cabinet Rm 34: Rm 44: 4: Tile under north window cracked with hole Rm 52: Asbestos abatement, floor covering and paint WIP - Summer 2018 4: carpet stained; floor tiles cracked at entry Room 24: 4: Patch holes from old monitor, refinish sink cabinet 9: Plumbing rattles and shakes inside of wall when sink faucet is turned on/off

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Custodian Closet 30's Wing: 5: General clutter - items stacked up and blocking electrical panels. Rm 72 Portable: 5: Interior side of door is dirty, needs cleaning
Electrical: Electrical	Good	Administration Principal's Office: Floor covering and paint WIP - Summer 2018 7: need cover over cable box and phone power supply. Boys Restroom by Room 43: 9: Porcelain sink cracked, rusted at drain, two sink faucet auto sensors not working. 7: Hand dryer is very loud and rattles Custodial Closet in Hallway: Floor covering and paint WIP - Summer 2018 7: need switch plate cover Rm 51: Asbestos abatement, floor covering and paint WIP - Summer 2018 7: need cover on electrical box on west wall.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys Restroom by Room 43: 9: Porcelain sink cracked, rusted at drain, two sink faucet auto sensors not working. 7: Hand dryer is very loud and rattles Boys RR by Room 23: 9: Sinks have rust stains Girls Restroom by Room 42: 9: Center sink porcelain cracked, sink rusting, exterior drinking fountain drain is plugged, fountain overflows. Girls RR by 22: 8: Handicapped toilet has loose seat 9: Sinks have rust stains Room 24: 4: Patch holes from old monitor, refinish sink cabinet 9: Plumbing rattles and shakes inside of wall when sink faucet is turned on/off
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rm 33: New paint and carpet WIP 12: Facia needs repair, paint. Rm 41: 12: Hole in facia board.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground by 10 wing: 15: East fence line has significant lean to it Rm 20: 15: South door sticks and hard to close

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/12/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	63.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	50.0	49.0	40.0	43.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	275	96.49	62.55
Male	161	154	95.65	55.19
Female	124	121	97.58	71.90
Black or African American	--	--	--	--
Asian	44	44	100.00	81.82
Filipino	--	--	--	--
Hispanic or Latino	121	116	95.87	57.76
White	109	104	95.41	60.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	93	91	97.85	49.45
English Learners	51	51	100.00	64.71
Students with Disabilities	27	24	88.89	20.83
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	275	96.49	49.45
Male	161	154	95.65	53.9
Female	124	121	97.58	43.8
Black or African American	--	--	--	--
Asian	44	44	100	70.45
Filipino	--	--	--	--
Hispanic or Latino	121	116	95.87	37.07
White	109	104	95.41	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	93	91	97.85	25.27
English Learners	51	51	100	37.25
Students with Disabilities	27	24	88.89	4.17
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.3	13.3	48.0

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 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 2018-19)

Parent input and leadership opportunities will be increased through participation in various parent committees, SSC, ELAC, Parent Faculty Organization and Dad's Club, GATE parents as well as increased parent input in surveys.

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 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.2	0.5	0.0	3.1	3.1	2.8	3.7	3.7	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 2018-19)

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.

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.

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	2015-16				2016-17				2017-18			
	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	30		3		26		3		24		3	
1	31		2		28		3		30		3	
2	30		2		28		2		29		3	
3	31		3		27		3		32		1	
4	30		3		34			2	34		1	1
5	32		2	1	32		1	2	31		2	
6	30		3		32		3		31		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.

Academic Counselors and Other Support Staff (School Year 2017-18)

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 (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5018.94	0	\$5018.94	\$79,167.58
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-21.8	-3.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-34.7	-2.0

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 2017-18)

Serrano Elementary School operated the following categorical programs for the 2017-18 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <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 2016-17 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).

In the 2017-18 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. There was continued support in the writing process along with an emphasis on science articulation and math were the focus. Staff were 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 2018-19 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.