

Serrano Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 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	Laura Kresl
Email Address	lkresl@orangeusd.org
School Website	https://www.orangeusd.org/serrano-elementary-school
County-District-School (CDS) Code	30-66621-6029938

2021-22 District Contact Information

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

2021-22 School Overview

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- Serrano will strengthen ELA instruction with a focus on differentiated instruction in vocabulary and comprehension of literature and informational text.

Math - Serrano will strengthen math instruction with a focus on differentiated instruction in numbers and operations.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	80
Grade 2	73
Grade 3	74
Grade 4	71
Grade 5	82
Grade 6	66
Total Enrollment	510

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Asian	11.8
Black or African American	1.2
Filipino	1.2
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.5
White	39
English Learners	8.2
Foster Youth	0.2
Socioeconomically Disadvantaged	28.4
Students with Disabilities	7.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	21

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science 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	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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%
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

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.

Based upon fair ratings for any system inspected, work orders have been placed.

Year and month of the most recent FIT report

10/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			K2: 4. Loose ceiling tiles Portable 73: 4. Broken ceiling tiles Room 42: 4. Hole from old TV mount 11. Plugins
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			50's Mechanical Room: 5 Torn leaking sandbags Mechanical Room: 5. Torn sandbags on floor
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room 41: 11. Plugins Room 42: 4. Hole from old TV mount 11. Plugins
Structural: Structural Damage, Roofs		X		Custodial Room: 12 Holes rusted in metal overhang Main Office: 13. Downspout missing Room 12: 13 Downspout missing Room 13: 13. Dry rot on fascia board Room 20: 13. Dry rot on fascia board Room 22: 13. Dry rot on fascia board 15. Divider door drags Room 24: 13. Dry rot on fascia board Room 33: 13. Dry rot on fascia board Room 43: 13. Dry rot on fascia board
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			53/54 Library: 14. Crack on walkway Field/Play Ground: 14 Raised asphalt by lunch shelter Kitchen: 15. Door window cracked Portable 71: 14 Pile of refuse alongside room

School Facility Conditions and Planned Improvements				
				Room 22: 13. Dry rot on facia board 15. Divider door drags Room 31: 15. Window glaze eroded Room 32: 15. Divider door drags Room 52: 14. Walkway crumbling by threshold

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	158	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	35	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	118	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	103	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	158	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	35	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	118	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	103	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	289	285	98.62%	1.38%	44.91%
Female	132	131	99.24%	0.76%	48.09%
Male	157	154	98.09%	1.91%	42.21%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	33	33	100.00%	0.00%	63.64%

Black or African American	3	3	100.00%	0.00%	33.33%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	117	115	98.29%	1.71%	25.22%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	30	29	96.67%	3.33%	68.97%
White	102	102	99.03%	0.97%	54.90%
English Learners	26	26	100.00%	0.00%	11.54%
Foster Youth	1	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	77	74	96.10%	3.90%	28.38%
Students with Disabilities	20	18	90.00%	10.00%	22.22%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	289	288	99.65%	0.35%	35.76%
Female	132	132	100.00%	0.00%	32.58%
Male	157	156	99.36%	0.64%	38.46%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	33	33	100.00%	0.00%	45.45%
Black or African American	3	3	100.00%	0.00%	66.67%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	117	117	100.00%	0.00%	19.66%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	30	30	100.00%	0.00%	50.00%
White	102	102	99.03%	0.97%	46.08%
English Learners	26	26	100.00%	0.00%	15.38%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	77	76	98.70%	1.30%	19.74%
Students with Disabilities	20	19	95.00%	5.00%	21.05%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	528	518	16	3.1
Female	259	253	7	2.8
Male	269	265	9	3.4
American Indian or Alaska Native	0	0	0	0.0
Asian	62	61	0	0.0
Black or African American	6	6	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	203	198	8	4.0
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	33	33	0	0.0
White	205	202	6	3.0
English Learners	49	48	0	0.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	153	150	9	6.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	42	1	2.4

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 PFO 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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	30		2	
2	31		3	
3	30		2	
4	29		3	
5	33			1
6	34			3

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		3	
1	31		2	
2	31		2	
3	27		3	
4	30		3	
5	32		1	
6	33			
Other	30		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		1	
1	27		3	
2	31		2	
3	30		2	
4	31		2	
5	29		4	1
6	31	1	1	1
Other	27		3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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	\$87,379
Percent Difference - School Site and District	N/A	N/A	-21.8	-4.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-45.5	-1.0

2020-21 Types of Services Funded

Serrano Elementary operated the following categorical programs for the 2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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.

A specific focus for teacher professional development at Serrano revolved around iReady. As a year 2 school, we piloted iReady mathematics in 2020-21 and are now implementing iReady mathematics and reading for 2021-22. Teachers are learning to better instruct students based on data.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	14	17

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.