

# Fletcher Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Fletcher Elementary School
<b>Street</b>	515 West Fletcher Ave
<b>City, State, Zip</b>	Orange, CA 92865
<b>Phone Number</b>	(714) 997-6181
<b>Principal</b>	Sara J. Pelly
<b>E-mail Address</b>	<a href="mailto:spelly@orangeusd.org">spelly@orangeusd.org</a>
<b>Web Site</b>	<a href="http://www.orangeusd.org/schools/elementary/fletcher/index.asp">http://www.orangeusd.org/schools/elementary/fletcher/index.asp</a>
<b>CDS Code</b>	30-66621-6029797

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

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

#### School Description:

Fletcher Elementary School was built in May 1966 and is one of twenty-seven elementary schools in the Orange Unified School District. Approximately 405 students are enrolled in transitional kindergarten through sixth grade. The attendance is based on a traditional school calendar, August through June.

All students at Fletcher School receive first best instruction in all content areas and all teachers incorporate technology into their daily lessons. Fletcher Falcons participate in Reading Counts and strive to achieve a Bronze, Silver, or Gold level by earning Reading Counts points throughout the trimester. In addition, Fletcher Elementary participates in PBIS (Positive Behavioral Interventions and Support) by establishing a strong character development program and supporting students in making positive choices at school. Fletcher Elementary has also established a partnership with the Musco-Hall Conservatory at Chapman University, and in conjunction with the Fletcher PTA all students participate in weekly music classes. Fletcher houses the district's only Dual Immersion Mandarin Program that currently serves students in kindergarten through fifth grade students.

#### Fletcher School Vision:

Fletcher's 21st century scholars will develop a love of learning in an environment where creativity, collaboration, communication and critical thinking are valued and encouraged. At Fletcher we are dedicated to providing high quality education for all children and enabling our scholars to become productive members of the global community who will leave a lasting imprint on our society

#### Fletcher School Mission:

Fletcher Elementary School is committed to providing a positive, safe learning environment, and a quality instructional program for all students so they can achieve their maximum social and academic potential.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	112
<b>Grade 1</b>	58
<b>Grade 2</b>	61
<b>Grade 3</b>	56
<b>Grade 4</b>	44
<b>Grade 5</b>	34
<b>Grade 6</b>	43
<b>Total Enrollment</b>	408

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.7
Asian	14.7
Filipino	4.7
Hispanic or Latino	56.1
Native Hawaiian or Pacific Islander	0.2
White	18.9
Two or More Races	2.5
Socioeconomically Disadvantaged	49.5
English Learners	34.3
Students with Disabilities	14.5
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	18	16	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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%
<b>Foreign Language</b>	Better Chinese was adopted in 2013 for use in our Mandarin Immersion program.	Yes	0%
<b>Health</b>	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A
<b>Visual and Performing Arts</b>	N/A	Yes	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	Yes	N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Fletcher School was built in 1966. Although the school is old, it is in good repair overall. However, the report showed some issues that need attention, due to parts and equipment being aged or showing heavy use over time. The restrooms have issues that are not serious, but are mostly cosmetic, such as old anchor holes from previous soap dispensers not being patched, or discoloration from moisture on the ceilings. Several storage rooms have signs of age such as old floor tiles missing or dry-rot in doorways. Any concerns that directly affect students, such as the picnic tables needing paint, or the drinking fountains needing repair have been addressed. There are no existing safety hazards, and all safety issues are dealt with immediately.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7.15.16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 21/22 Storage Room: 2: Exhaust fan inoperable 4: Floor tiles missing Uni-sex Restroom: 2: Exhaust fan inoperable in first restroom on right side of hallway

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7.15.16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces		X		Boy's Restroom 50 Wing East side: 4: Partitions to handicapped stall damaged; only one soap dispenser Girl's Restroom 50 Wing East side: 4: Anchor holes in wall were soap dispensers were previously located; patch walls by access panels 5: Clean ceilings
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Ball Closet & Custodian: 5: Paper supplies/paper products stacked high on kiln, need to be placed on shelf Girl's Restroom 50 Wing East side: 4: Anchor holes in wall were soap dispensers were previously located; patch walls by access panels 5: Clean ceil
<b>Electrical:</b> Electrical	X			Admin Office: 7: Duplex outlet cover broken, bare wires covered with wire nuts at entrance to health office 12: Archway entrance plywood has holes and dry-rot Room 64: 7: Duplex outlet cover broken in half Room 74 Computer Lab:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Ice Cream Room: 9: Leaking faucet in deep sink Room 31: Room 53: 9: Drinking fountain needs repair Room 63: 9: Drinking fountain needs replacement/rebuild, won't shutoff automatically
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Admin Office: 7: Duplex outlet cover broken, bare wires covered with wire nuts at entrance to health office 12: Archway entrance plywood has holes and dry-rot
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Boy's Restroom 50 Wing Westside: 15: Door jambs deteriorated; exit door sticks opening and closing Playground Northeast: 14: Top link in chains for swings worn at shackle Playground Northwest: 14: Lunch tables outside of Room 34 need painting; Trip hazard

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7.15.16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	32	50	53	44	48
Mathematics	23	29	38	40	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	62	98.4	37.1
	4	45	44	97.8	34.1
	5	38	37	97.4	18.9
	6	48	48	100.0	34.0
Male	3	33	32	97.0	37.5
	4	28	27	96.4	29.6
	5	20	19	95.0	5.3
	6	24	24	100.0	25.0
Female	3	30	30	100.0	36.7
	4	17	17	100.0	41.2
	5	18	18	100.0	33.3
	6	24	24	100.0	43.5
Black or African American	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	38	37	97.4	32.4
	4	31	31	100.0	25.8
	5	26	26	100.0	19.2
	6	37	37	100.0	30.6
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	39	38	97.4	26.3
	4	21	21	100.0	9.5
	5	27	27	100.0	18.5
	6	28	28	100.0	22.2
English Learners	3	16	15	93.8	13.3
	4	17	17	100.0	5.9
	5	--	--	--	--
	6	15	15	100.0	7.1
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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



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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	63	62	98.4	48.4
	<b>4</b>	45	44	97.8	27.3
	<b>5</b>	38	37	97.4	13.5
	<b>6</b>	48	47	97.9	19.1
<b>Male</b>	<b>3</b>	33	32	97.0	59.4
	<b>4</b>	28	27	96.4	25.9
	<b>5</b>	20	19	95.0	5.3
	<b>6</b>	24	24	100.0	16.7
<b>Female</b>	<b>3</b>	30	30	100.0	36.7
	<b>4</b>	17	17	100.0	29.4
	<b>5</b>	18	18	100.0	22.2
	<b>6</b>	24	23	95.8	21.7
<b>Black or African American</b>	<b>3</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	--	--	--	--
<b>Asian</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Filipino</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	38	37	97.4	37.8
	<b>4</b>	31	31	100.0	16.1
	<b>5</b>	26	26	100.0	7.7
	<b>6</b>	37	36	97.3	13.9
<b>Native Hawaiian or Pacific Islander</b>	<b>4</b>	--	--	--	--
<b>White</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Two or More Races</b>	4	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	39	38	97.4	28.9
	4	21	21	100.0	4.8
	5	27	27	100.0	11.1
	6	28	27	96.4	3.7
<b>English Learners</b>	3	16	15	93.8	6.7
	4	17	17	100.0	5.9
	5	--	--	--	--
	6	15	14	93.3	
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	
	6	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	5	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	59	43	59	73	68	64	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	38	37	97.4	59.5
Male	20	19	95.0	57.9
Female	18	18	100.0	61.1
Hispanic or Latino	26	26	100.0	50.0
Socioeconomically Disadvantaged	27	27	100.0	55.6
Students with Disabilities	11	11	100.0	72.7

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

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.4	21.6	

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

Parents are encouraged to be involved at Fletcher School in many ways. Many volunteer on campus in the classrooms by working with small groups of students, one-on-one, or by helping the teacher during field trips or Art Masters. Some prefer to volunteer for clerical work in the school office. Parents who work can support our goals and objectives at home, and those with internet access can use one of the many programs available to students to help supplement learning. We invite parents to assist in any way they feel comfortable or are able. In additions many parents participate in the organizations we have at Fletcher, such as PTA, School Site Council, ELAC, or Mandarin Parent Group. Parents also have the opportunity to participate in school-wide activities such as Science Night (now STEM Night), 100 Mile Club, Family BBQ Lunch, Falcons on the Green Movie Nights, Book Fair, and the Super Buck Store. On the last Friday of the month parents are invited to attend our Fletcher Flag Assembly where select students are given awards for Character and Scholarly Traits, and students with perfect attendance for the month are recognized. In addition, there are awards assemblies scheduled every trimester and parents are notified if their student is receiving an award.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	2.0	1.4	0.7	3.6	2.8	3.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Each of the 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 School and Community Services. 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.

The School Safety Plan was developed and approved using a collaborative process respectful of representation from all stakeholder groups. The School Safety Plan is a public document and is readily available for inspection at the school site and at the district office. Our objective under Component One (People and Programs) was for staff to implement a character development program through Positive Behavioral Interventions and Support (PBIS). Activities included PBIS conferences and training through the Orange County Department of Education, Implementation activities, and School-wide positive reinforcement systems. Our objective under Component Two (School's Physical Environment) was for staff and students, in the event of an emergency, to implement proper safety procedures through the district earthquake Emergency Operations Plan (eEOP). Activities included eEOP professional development for staff, emergency scenario drills, monthly safety team meetings and inventory of emergency supplies. In addition, we conduct regular fire, earthquake and lock-down drills in compliance with state law. Our district eEOP policies and procedures are available on the OUSD website through the department of School and Community Services (SCS).

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

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

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	28		2		30		3		30		3	
<b>1</b>	29		1		27		2		27		2	
<b>2</b>	30		2		21		1		21		1	
<b>3</b>	22	1	1		25		3		25		3	
<b>4</b>	31		2		22	1	1		22	1	1	
<b>5</b>	25		1		32		1		32		1	
<b>6</b>	28		1		24	1	1		24	1	1	
<b>Other</b>	16	1			12	1			12	1		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	.4	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	.4	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.2	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	1	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	3992.53	192.86	3799.67	50335.49
<b>District</b>	N/A	N/A	\$3,840	\$78,819
<b>Percent Difference: School Site and District</b>	N/A	N/A	18.7	-31.8
<b>State</b>	N/A	N/A	\$5,677	\$75,837
<b>Percent Difference: School Site and State</b>	N/A	N/A	-14.8	-31.0

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

## Types of Services Funded (Fiscal Year 2015-16)

A variety of programs and supplemental services are provided at Fletcher, some through LCFF Supplemental funds. Reading Counts is an online program in which students read a book and then take a test to show comprehension and Lexile Level. Because Fletcher has a high population of SES students who receive free and reduced lunch but are not eligible for Title I funding, the district provided a full time Resource Teacher to assist in classrooms and pull students into small groups to assist with interventions. Funding for library books, supplemental materials and technology are available to students who are English Learners, low income or Foster Youth. Fletcher School participates in Positive Schoolwide Intervention and Supports (PBIS) which includes a 3-tiered intervention approach to students with behavior difficulties. PTA also provides some funding for PBIS. After-school tutoring is given to those students needing additional intervention in reading or math, and is funded through LCFF. Read 180 is an in school online intervention program specifically for upper grade students who need reading support. Staff professional development is delivered to teachers and support staff areas of need as identified by the teachers and administrators.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

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

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

## Professional Development (Most Recent Three Years)

The Fletcher staff identified the shifts in instruction, specifically close reading and small group instruction as a focal point for staff development. Staff development is offered through the district and once a month at Fletcher Elementary during modified Wednesday staff development days. Teachers also meet once a month in collaborative grade level teams and PLCs to develop expertise in specific areas. Instructional Specialists from the district office also provide demonstration lessons and 1:1 support for teachers in the areas of English Language Development, Language Acquisition, Thinking Maps, Math, English Language Arts, and technology. The district also provides regular after school learning opportunities for teachers at the district office.