

Fletcher 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	Fletcher Elementary School
Street	515 West Fletcher Ave.
City, State, Zip	Orange, CA 92865
Phone Number	(714) 997-6181
Principal	Sara J. Pelly
Email Address	spelly@orangeusd.org
School Website	https://www.orangeusd.org/fletcher-elementary-school
County-District-School (CDS) Code	30-66621-6029797

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

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 500 students are enrolled in transitional kindergarten through sixth grade, 270 of whom are enrolled in our Mandarin Dual Language Immersion program. Attendance for all students 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 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 5th and 6th grade students participate in the OUSD VAPA program (Visual and Performing Arts). In conjunction with the Fletcher PTSA, before the COVID pandemic, students in TK-4th grade participated in weekly music classes. This is scheduled to resume in the 2022-23 school year. Fletcher houses the district's only Dual Immersion Mandarin Program that currently serves students in Kindergarten through 6th grade students, with 7th-8th graders at Cerro Villa Middle School, and 9th-10th graders at Villa Park High School. Beginning in the 2022-23 school year, the Mandarin Immersion Program (MIP) will begin a CTE Business pathway that spans from grades K-12.

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.

Vision for Fletcher's K-6 Mandarin Program:

The district vision is to offer a rich bilingual experience for young learners when their minds are developmentally best able to

2021-22 School Overview

acquire a second language. Instruction is divided between two high-quality, creative classrooms: one English and one Mandarin.

Program Objectives - Maximize students' second language proficiency

- Provide a rich academic environment in both first and second languages
- Develop students' abilities to work successfully in multiple cultural settings
- Offer a rich, culturally diverse experience for the entire school community

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	79
Grade 2	70
Grade 3	69
Grade 4	53
Grade 5	48
Grade 6	36
Total Enrollment	439

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	22.6
Black or African American	0.5
Filipino	2.5
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.3
White	18.7
English Learners	18.9
Homeless	0.7
Socioeconomically Disadvantaged	38.3
Students with Disabilities	5

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)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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	
Local Assignment Options	
Total Out-of-Field Teachers	

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)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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%
Foreign Language	Mei Zhou Chinese was adopted in 2020 for grades 1-6 in our Mandarin Program. Better Chinese, which was adopted in 2013, is still the core curriculum for Kindergarten.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements

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. Primary, upper and Kindergarten student restrooms were remodeled over the summer of 2019, and new fixtures were installed. Several storage rooms have signs of age such as old floor tiles missing or dry-rot in doorways. There were several areas that are rated as having a deficiency, but were addressed. Any concerns that directly affect students, such as the issues with the restrooms have been addressed. All safety issues are dealt with immediately by district maintenance. During the spring and summer of 2020, 2 new classroom portables and a restroom portable were installed. The lunch table shade structure was repaired, the playground blacktop was resurfaced and repainted. Classroom windows were replaced, and the front landscaping was re-done.

Year and month of the most recent FIT report

10/5/2021

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			:31: 4. Floor tiles lifting up 15. Hole in door, dry rot. Boys Restroom 50's wing West: 4. Toilet paper dispenser hanging off wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			71 Library: 7. Cracked diffuser Room 41: 7. Cracked diffuser Room 62: 7. Cracked diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			34: 11. Plug-in 52: 11. Plug-in Room 74: 11. Plug-in
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			31: 4. Floor tiles lifting up 15. Hole in door, dry rot. Childcare Portable: 14. Front door platform rusted out. Holes Room 64: 15. Hole in door

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	209	NT	NT	NT	NT
Female	110	NT	NT	NT	NT
Male	99	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	39	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	86	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	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	209	NT	NT	NT	NT
Female	110	NT	NT	NT	NT
Male	99	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	39	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	86	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	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.

RI ELA/i-Ready Math Student Groups	RI ELA/i-Ready Math Total Enrollment	RI ELA/i-Ready Math Number Tested	RI ELA/i-Ready Math Percent Tested	RI ELA/i-Ready Math Percent Not Tested	RI ELA/i-Ready Math Percent At or Above Grade Level
All Students	208	206	99.04%	0.96%	66.50%
Female	109	108	99.08%	0.92%	67.59%
Male	99	98	98.99%	1.01%	65.31%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%

Asian	34	34	100.00%	0.00%	79.41%
Black or African American	2	2	100.00%	0.00%	50.00%
Filipino	2	2	100.00%	0.00%	100.00%
Hispanic or Latino	107	105	98.13%	1.87%	54.29%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	22	22	100.00%	0.00%	86.36%
White	41	41	100.00%	0.00%	75.61%
English Learners	43	42	97.67%	2.33%	30.95%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	4	4	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	86	84	97.67%	2.33%	53.57%
Students with Disabilities	17	17	100.00%	0.00%	23.53%

*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.

RI ELA/i-Ready Math Student Groups	RI ELA/i-Ready Math Total Enrollment	RI ELA/i-Ready Math Number Tested	RI ELA/i-Ready Math Percent Tested	RI ELA/i-Ready Math Percent Not Tested	RI ELA/i-Ready Math Percent At or Above Grade Level
All Students	208	208	100.00%	0.00%	35.58%
Female	109	109	100.00%	0.00%	36.70%
Male	99	99	100.00%	0.00%	34.34%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	34	34	100.00%	0.00%	67.65%
Black or African American	2	2	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	100.00%
Hispanic or Latino	107	107	100.00%	0.00%	16.82%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	22	22	100.00%	0.00%	68.18%
White	41	41	100.00%	0.00%	39.02%
English Learners	43	43	100.00%	0.00%	11.63%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	4	4	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	86	86	100.00%	0.00%	16.28%
Students with Disabilities	17	17	100.00%	0.00%	17.65%

*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	50	NT	NT	NT	NT
Female	26	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	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

Parents are encouraged to be involved at Fletcher School in many ways. Prior to the COVID-19 pandemic, many parents volunteered on campus in the classrooms by working with small groups of students, one-on-one, or by helping the teacher during field trips or assemblies. Some volunteer for clerical work in the school office or workroom. 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.

Many of our Mandarin Program parents volunteered in the classroom, some are native Mandarin speakers and can assist with language. We have a Mandarin Parent Council, and continue this year to have virtual parent meetings every trimester with updates from the Mandarin program. We invite parents to assist in any way they feel comfortable or are able. In addition, many parents participate in the organizations we have at Fletcher, such as PTSA, School Site Council or ELAC virtual meetings. Prior to the pandemic, parents had the opportunity to participate in school-wide activities such as STEAM Night, 100 Mile Club, Falcons on the Green Movie Nights, Book Fair, and the Super Buck Store. Some of these activities are being held virtually when possible. Each trimester family members were invited for Lunch with Loved Ones to join students for lunch on the school campus. On the last Friday of the month parents are invited to attend our Fletcher Flag Assembly, which will be held virtually this year, where select students are given awards for John Wooden's Pyramid of Success Character Education, and students with perfect attendance for the month are recognized. In addition, awards assemblies were scheduled every trimester and parents are notified if their student was receiving an award. Upon return to Phase 3, these activities will resume as normal.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	460	23	5.0
Female	232	230	11	4.8
Male	233	230	12	5.2
American Indian or Alaska Native	0	0	0	0.0
Asian	104	102	1	1.0
Black or African American	2	2	0	0.0
Filipino	12	12	0	0.0
Hispanic or Latino	224	222	18	8.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	32	32	1	3.1
White	86	85	3	3.5
English Learners	103	102	5	4.9
Foster Youth	0	0	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	183	182	16	8.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	28	1	3.6

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 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). Students will have daily opportunities to earn PBIS points, bi-monthly opportunities to exchange PBIS points for prizes in the Super Bucks Store. Awards Assemblies will be held monthly, as well as each trimester to recognize students for their character, academic efforts and accomplishments (including Reading Counts) as well demonstrating Falcon PRIDE. Students will also be recognized for perfect attendance. PBIS/Discipline assemblies will be held twice a year and as needed. 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

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		4	
1	27		3	
2	30		2	
3	29		2	
4	33	1	1	1
5	29		1	1
6	18	2	1	

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	38		2	2
1	33		2	1
2	33		2	1
3	57			2
4	25		2	
5	21	2		1
6	56			2

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	33		1	2
1	54			2
2	45			2
3	24		2	
4	53			2
5	17	4	1	
6	15	4	1	
Other	40		3	1

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	\$5066.34	0	\$5066.34	\$68538.06
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-26.5	-24.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-50.0	-21.1

2020-21 Types of Services Funded

A variety of programs and supplemental services are provided at Fletcher, some through LCFF Supplemental funds. iReady is an online program that assesses student reading and math skills and places students at their reading level and they work independently. 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 supports 75% of the salary for a Resource Teacher to support classroom teachers to implement strategies, to pull intervention groups, and provide GATE instruction. 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. PTSA 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. Staff professional development is delivered to teachers and support staff areas of need as identified by the teachers and administrators. It should be noted that some of these programs were interrupted due to the COVID-19 pandemic school shut down.

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

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, Mathematician Missions, English Language Arts, and technology. The district also provides regular after school learning opportunities for teachers at the district office.

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	21	14	14

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.