

# **Fletcher Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>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>Email Address</b>	spelly@orangeusd.org
<b>Website</b>	<a href="http://www.orangeusd.org/schools/elementary/fletcher/index.asp">http://www.orangeusd.org/schools/elementary/fletcher/index.asp</a>
<b>County-District-School (CDS) Code</b>	30-66621-6029797

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

## School Description and Mission Statement (School Year 2019-20)

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### 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 450 students are enrolled in transitional kindergarten through sixth grade, 237 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), and in conjunction with the Fletcher PTA students in TK-4th grade participate in weekly music classes. Fletcher houses the district's only Dual Immersion Mandarin Program that currently serves students in Kindergarten through 6th grade students, with 7th and 8th graders at Cerro Villa Middle School. In the 2020-21 year the program will continue to Villa Park High School.

### 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 2018-19)**

Grade Level	Number of Students
Kindergarten	106
Grade 1	82
Grade 2	60
Grade 3	61
Grade 4	50
Grade 5	63
Grade 6	44
Total Enrollment	466

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	17.2
Filipino	4.7
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.2
White	20.4
Two or More Races	7.3
Socioeconomically Disadvantaged	45.5
English Learners	21.7
Students with Disabilities	9.9
Homeless	0.4

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	20	20	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 26, 2019

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. 13-19-20 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 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<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>	Amplify Science Program adopted in 2019 for Grades K-6. 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 for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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. Fully available to all students.	Yes	0%

### 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. Primary, upper and Kindergarten student restrooms were remodeled over the summer, 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.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 8/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Grounds: Cracks on grounds in multiple areas Room 32: 4. Light cover missing Room 62: 4. Light covers missing;9.Drinking fountain water pressure too high

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Boys Restroom: Epoxy treatment on floors and tiles, new fixtures installed summer 2019. Girls Restroom: Epoxy treatment on floors and tiles, new fixtures installed summer 2019. The restrooms in the office are old and have mismatched tile. Room 23: 9. Drinking fountain water pressure too high Room 62: 4. Light covers missing;9.Drinking fountain water pressure too high
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 34: 15.Chip on window above door
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	48	56	57	57	50	50
Mathematics (grades 3-8 and 11)	46	45	43	44	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	213	100.00	0.00	56.34
Male	110	110	100.00	0.00	47.27
Female	103	103	100.00	0.00	66.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	90.32
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	118	118	100.00	0.00	38.14
Native Hawaiian or Pacific Islander					
White	39	39	100.00	0.00	76.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	113	113	100.00	0.00	41.59
English Learners	77	77	100.00	0.00	41.56
Students with Disabilities	30	30	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	213	100.00	0.00	44.60
Male	110	110	100.00	0.00	45.45
Female	103	103	100.00	0.00	43.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	74.19
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	118	118	100.00	0.00	27.12
Native Hawaiian or Pacific Islander					
White	39	39	100.00	0.00	64.10
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	113	113	100.00	0.00	30.09
English Learners	77	77	100.00	0.00	28.57
Students with Disabilities	30	30	100.00	0.00	10.00
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.0	21.0	25.8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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. Many of our Mandarin Program parents volunteer in the classroom, some are native Mandarin speakers and can assist with language. We have a Mandarin Parent Council with a grade level representative from each grade, and a parent meeting 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. Parents also have 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. Each trimester family members are 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 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, 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	32		2	1	28		5		27		4	
1	32		2		31		1		27		3	
2	27		2		31		2		30		2	
3	23	1	2		27		2		29		2	
4	26		1		27		2		33	1	1	1
5	22	2	1		31		1		29		1	1
6	20	1	1		21	2	1		18	2	1	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5084.09	0	\$5084.09	\$67570.11
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-26.2	-21.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-38.5	-19.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

A variety of programs and supplemental services are provided at Fletcher, some through LCFF Supplemental funds. Lexia is an online program that places students at their reading level and they work independently through 18 levels of reading skills. 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 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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	21

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.